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ABSTRACT

This manual describes a program which attempts to meet the need for in-depth career counseling. Teaching for Career Decision-Making is a planned career development program consisting of logically organized, sequential learning activities specifically designed to familiarize a student with his own abilities, aptitudes, interests and values so that he may relate them to the educational and career choices available to him. The manual is divided into four sections. Section One describes possible ways to incorporate a careers class into the school curriculum. Section II outlines specific methods for organizing the class around the Career Instructional Packages. Section III contains the nine Career Instructional Packages. The final section provides a guide for implementing a Career Development Center. Included in the descriptions are a rationale for developing a center, a list of suggested activities, materials and equipment, and a floor plan layout. (BW/Author)

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Teaching for Career Decision-Making

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Jerry Miltenberger

CG 007 212

ED 063547

This Manual is in its first edition. The authors would appreciate any suggestions or criticisms those who use it wish to make. Please address such remarks to:

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Teaching for Career Decision-Making:

a guide for organizing a career development program

This guide includes specifics for organizing and using Career Instructional Packages, a set of Career Instructional Packages, a detailed teachers' manual, and a plan for the development and implementation of a Career Development Center.

Joan Kosuth

Jerry Miltenberger

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"A little knowledge that acts is worth infinitely more than much knowledge that is idle".

Kahlil Gibran

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INTRODUCTION

In a world of rapidly changing values, beliefs and technology, schools must continue to develop innovative methods to help students face the radically new experiences and decisions which will define their lives. A critical area of decision-making responsibility is career choice. Unlike earlier years when a single choice from a limited number of possibilities charted one's work for a life-time, modern vocational choice involves a complex and continuous process of self-evaluation which will result in a number of occupational alternatives. This self-assessment necessitates a special kind of career counseling.

A measure of the need for in-depth career counseling was indicated by the results of the Priority Counseling Survey taken in California. Seventy to eighty percent of the 1500 students questioned could not name their strongest abilities and interests, had only a vague notion of career possibilities and expressed a need for help in educational and career planning. The program described in this manual is an effort to meet this need.

Teaching for Career Decision-Making is a planned career development program composed of logically organized, sequential learning activities specifically designed to familiarize a student with his own abilities, aptitudes, interests and values so that he may relate them to the educational and career choices available to him. The manual is divided into four sections. Section One describes possible ways to incorporate a careers class into the school curriculum. The second section outlines specific methods for organizing

the class around the Career Instructional Packages (CIPs). The third section contains the nine Career Instructional Packages. Notes for using the CIPs and suggested activities and materials comprise the fourth section. The last section of the manual provides a guide for implementing a Career Development Center. Included in the descriptions are a rationale for developing a center, a list of suggested activities, materials and equipment and a floor plan layout.

I. Implementation of a Careers Course in the High School Curriculum

The Careers course described in this manual can be implemented at the high school level in a number of ways. One effective method is as a communications course within an English curriculum. Some students express discontent with many English courses which they perceive as irrelevant; they see little relationship between what they are studying and the "real world." This course can provide these students with effective personal communication tools which will help them make the transition from the world of school to the world of work.

This manual is written for use in a nine week quarter elective course in English, but has enough flexibility to be incorporated as a unit in a semester or a year-long course or might easily be expanded to accommodate an entire semester's English work.

A Careers course might also be effectively integrated into a business or Industrial Arts program. Another possibility is its use as a general elective offered primarily for students whose education will terminate with high school. The issues and concepts involved in meaningful career guidance can be developed in any subject area. A teacher may choose to use one or two CIPs as a method of implementing specific career information within his usual course offering. A foreign language teacher might use CIP #5 (Exploring Occupations) to explore careers in a 2 or 3 day class activity. He might limit this CIP by specifying explorations of careers requiring foreign language skills. The outcome of this activity would be the students' recognition of a direct relationship between his classroom study of foreign language and its saleability in the world of work. In step 5, for

example, language students could participate in a seminar conducted by a stewardess who might discuss the role of her foreign language training in her career.

Should a decision be made to implement a Careers course in the curriculum and its place in the program specified, the teacher of the course should begin to recruit resource people for the program. The scope of the course requires that the teacher make use of many sources for the information necessary for an effective program. The design for the course described in this manual makes use of this Career-team approach.

The support and commitment of school administrators and other teachers as part of this team is critical to any successful career program. The school's administrators must be willing to provide the necessary space, materials, equipment, clerical help and personal participation if possible. For example, an administrator might act as an interviewer in the interview simulation in CIP #8. Other teachers may be involved by having them participate as career speakers in their specialty areas (CIP #5 Exploring Occupations).

Counselors are an important part of the Careers-team. They are an invaluable source of occupational information and can also assist with group vocational counseling and test interpretation. For example, the counselor might be used in a one-to-one situation with the student in GATB interpretation conferences (CIP #4).

Local businesses and industry personnel are usually very interested in participating in the program. They will often make speakers and interviewers available, arrange tours of their plants, provide current occupational information and a variety of other written

materials, and may be willing to participate in work experience programs. The simplest and most direct way of enlisting their support is by phone. Once the program has been explained, business leaders are usually enthusiastic in their support and are willing to help. Local Chambers of Commerce will provide a list of industries in their area for a small fee. Local service clubs, professional organizations and retirement communities are other excellent sources for career speakers. Although there is a great student demand to hear speakers in certain professions, it is difficult to find doctors, lawyers, dentists, etc., who are able to take the time to come and speak. Retired professionals, however, are often available and glad to come. Local Junior College and private technical school representatives will send speakers in their career areas in order to make recruitment contacts. Similarly, all branches of the military welcome the opportunity to send recruiters.

One the Careers course teacher has begun to assemble resource people and materials, he should begin a catalogue of sources for future interviewers, speakers, field trip and occupational information contracts.

II. Organization of the Careers Course

Careers is designed to help each student think about himself and the direction his life will take. The process will evolve in a unique way for each student. The advantage of a program using Career Instructional Packages (CIPs) is that the CIPs allow each student to proceed at his own rate with the formulation of his own self-concept and individual experiences in occupational exploration.

The tone for the course should be set in the early class meetings. The student should be encouraged to begin to make some serious decisions. A discussion of short and long-term goals might be appropriate. The teacher should try to emphasize his role as a guide in the student's own personal exploration. It should be stressed that while some class periods will be devoted to a specified group activity, most will be used for the student's independent, individualized research. It is expected that there will be much student interaction, discussing and sharing of ideals, ideas, goals, etc. The atmosphere of the class should be anxiety-reducing and supportive, and mutual confidentiality should be discussed. It is profitable to continually solicit feedback from students regarding the effectiveness of activities, materials and speakers. Ideally, the student and teacher should learn from one another and continually work toward re-designing a better and more flexible course.

The CIPs are arranged in order and should be done in sequence though some obviously can be done as soon as the student is ready. The course is roughly divided into three parts or phases: the self-evaluation (CIPs 1, 2, 3, & 4), the exploration (CIPs 5, & 6) and the

interview (CIPs 7, 8, & 9). The self-evaluation phase encourages the student to look at himself and provides standardized measures of his abilities and interests. The exploration phase has two parts: a general perusal of a number of career areas and an in-depth study of a single career. The interview experience involves letter and resumé writing, completing a job application and participation in a simulated interview. Since the course is designed for a nine week quarter, the CIPs should be completed at a rate of about one a week.

The CIPs found in Section III of this manual should be dittoed and collated so that each student may begin the course with a complete set. During the first few class meetings the teacher should explain the use of the CIPs, emphasizing the student's responsibility for his own learning. He should provide each student with a manila folder. All folders should be in a file in the Careers classroom. Since most of the course work is done in class, students should be advised to leave the folders in the career file.

CIPs should not be graded, but to allow the teacher to keep abreast of the progress of each student a progress report sheet should be submitted once a week. On this sheet the student indicates the CIP on which he is currently working and those CIPs he has completed to date. An evaluation might be done at some point during the course. This prevents students from falling behind. It is suggested that a final grade be the only teacher evaluation so that the student will focus on objectives other than a grade. With some students it might even be feasible to permit students to assign themselves, a final grade as part of the self-evaluation process. Generally speaking, grades should be de-emphasized.

It is important to stress class attendance and promptness. Since there will usually be a number of different activities going on during one class period, it is easy for a student who is constantly tardy and misses initial comments about the days' activities to become disorganized. Also, since some of the standardized tests are timed, lateness will result in sections of tests missed, etc., compounding the student's confusion.

If students have never worked with instructional packages before or have never been in a similar unstructured or independent study situation, they may become somewhat disorientated during the first week or two. It will be of some help to go through the whole set of CIPs with them during the first or second class meeting and answer questions. It is important at this time to distinguish where responsibility lay with each CIP, e.g. in CIP #2 the student must be given the GATB (Step 2) and it must be interpreted for him (Step 3) before he will be able to use the profile (Step 4) and make the list of occupations called for in the CIP description (Step 5). He should also be aware that he may begin work at any time on certain CIPs, e.g. CIP #5.

An outline of a typical week's activities might help in the explanation. During the fourth week, for example, on Monday all students might start CIP #4, the SAAS. It will take one class period to give the necessary instructions and another to complete the SAAS. During the second or third class meetings SAAS can be worked on in groups to be completed or the student may watch a career film, work on another CIP or have his completed GATB interpreted by his teacher or counselor. He must have the SAAS completed by the end of the week because it will be discussed in a small group with the

counselor the following week, but he may complete it any time during the fourth week. Since he knows that on Thursday and Friday two seminar speakers with whom he wants to talk are scheduled, he will want to complete the SAAS early. The presentation of this typical week may help the student to understand how the course is organized.

The advantage of having the students involved in a number of different class activities at the same time is the opportunity this gives the teacher and counselors to engage in meaningful small group and individual counseling and discussion sessions. Obviously, coordinating the variety of experiences offered requires a considerable amount of organization on the teacher's part; he must be able to solicit the help of many people and to anticipate and resolve conflicts and problems.

In integrating the career seminars into the course, it is best to try to limit speakers to the same one or two days of the week if possible. This allows the teacher some specific days when he can expect the entire class to be available for activities which are best handled in a large group, such as the GATB. A consistent schedule also allows students to use their time more effectively.

After about two weeks the students should become used to the unstructured and individualized nature of the Careers class and become better able to make decisions about efficient use of their own time; this decision-making responsibility provides an important learning experience.

The above suggestions are by no means "musts" for a successful program; they are, rather, organizational tips based on the authors' experience which help to make the first quarter's work a little less complicated for the teacher as well as the student. After all partici-

pants have survived the initial class experiment and all the patterns are set, the Careers course becomes very simple to handle.

III. The Career Instructional Packages

1. A Look At Myself and the World of Work
2. My Abilities and the Right Job
3. My Interests and the Right Occupation
4. How I See My Interests and Abilities
5. Exploring Occupations
6. In-Depth Occupational Exploration
7. Writing a Letter of Application and Resumé
8. Filling Out an Application Form
9. Preparing for a Job Interview

CIP # 1 A Look at Myself and the World of Work

Note to the Student

> This CIP is designed to help you to look at yourself and the things that are important to you. In order to begin thinking about the future and your place in it, begin looking at yourself and your environment right now. Do each of the following steps. You may do them in any order. When you have completed all parts, clip them together and attach to this sheet and place in your folder.

STUDENT ACTIVITIES

Step One

Write an essay about yourself. It should be personal and might include your values, goals, daydreams, hopes and plans for the future. (The essay will not be shared with anyone else in the class.)

Step Two

Take 15 minutes to think about you. List 10 good things about yourself. (No one else in the class will see your list.) If you can, give examples of situations in which you demonstrated three of these qualities.

Step Three

View a career film or filmstrip in class. Write 5 quiz questions about the film. Exchange questions with someone else in the class. Answer his questions.

Step Four

Talk to two adults (parents, parents' friends, teachers, etc.) who are currently employed. Find out the number and kinds of jobs each

has held and how he got them. Make a list of the jobs.

Step Five

Participate in small group discussion in class. Select a recorder for the group. Your Careers teacher will provide the questions for comment and discussion. Be sure your name is included on the recorder's answer sheet. Group members may help the recorder summarize points made in the discussion.

POST CIP INVENTORY # 1

A. List 10 good things about yourself:

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

B. You discussed some new concepts in your discussions, "You and the World of Work." Define each of the following:

1. aptitude
2. ability
3. interest
4. self-concept
5. life style

CIP # 2 My Abilities and the Right Job

Note to the Student

> When you complete this CIP you will be able to list your outstanding abilities and aptitudes (If you are unsure of the difference between these two, look them up in the dictionary). You will also be able to list occupations for which your unique set of abilities and aptitudes qualifies you.

STUDENT ACTIVITIES

Step One

You probably already know some of the things you're good at; you may be an expert free-throw shooter or make a perfect pie crust. Make a list of as many of your abilities and aptitudes as you can think of. Also, try to list as many jobs as you think your abilities qualify you for.

Step Two

Take an ability or aptitude test such as the General Aptitude Test Battery. This test will be administered during a class period or you may make arrangements with your counselor to take the test individually. (Your scores on the test will not become part of your permanent school record. Only you and your Careers teacher or counselor will know the results unless you choose to share them with others.)

Step Three

Have your scores interpreted by your teacher or counselor. The significance of your scores will be explained and you will be told how they compare with those of the general working population. Make

a list of the areas in which you performed well.

Step Four

If you took the GATB, consult the list of Occupational Aptitude Patterns. (See your Careers teacher for the GATB profile manual). Make a list of the first five job groups for which you qualify. Select six occupations you think you might like to do from those listed in the five groups (you may want to look at the job descriptions in the Occupational Outlook Handbook before you make your choices).

Step Five

Make a list of your 3 best abilities or aptitudes as shown on the standardized test.

Make a list of six jobs for which you qualify and in which you might be interested.

POST CIP INVENTORY # 2

A. List your 3 best abilities or aptitudes:

1.

2.

3.

B. List six jobs for which you are qualified and may wish to explore later:

1.

2.

3.

4.

5.

6.

CIP # 3 My Interests and the Right Occupation

Note to the Student

Each student has a unique set of interests. When you complete this CIP, you will be able to list your strongest interests as determined by an interest inventory and list some occupations that fall within your interest areas.

STUDENT ACTIVITIES

Step One

You probably know some of the things you are interested in such as creating something in clay, caring for people or animals, teaching someone how to do something or repairing something mechanical such as a car or machine.

Make a list of as many of your interests as you can think of. Also list any occupations you feel are related to your present interests.

Step Two

Take an interest inventory or survey such as the Ohio Vocational Interest Survey, the Kuder Interest Inventory or the Pictorial Inventory of Careers. The inventory will be given to you during the Careers class or you may make arrangements with your counselor to take it individually.

Step Three

Have your interest inventory interpreted by your teacher or counselor. The meaning of your scores will be explained and you will be shown your strongest interest areas that appeared on the interest inventory.

Step Four

Your teacher will show you a list of occupations having interest areas the same as yours. From the teacher's list, find five occupations that are within your strongest interest areas. You may wish to look at the job descriptions in the Dictionary of Occupational Titles or the Occupational Outlook Handbook before you make your list.

Step Five

List those occupational choices in Step One that agree with those in Step Four.

Step Six

Place this completed interest CIP in your Careers folder. You may wish to explore one of these occupations in CIP #5 (Career Exploration CIP).

POST CIP INVENTORY # 3

A. List your 3 strongest interests:

1.

2.

3.

B. List 5 occupations in your interest areas:

1.

2.

3.

4.

5.

CIP # 4 How I See My Interest and Abilities

Note to the Student

This CIP is designed to help you make a workable appraisal of your abilities and interests. When you complete this CIP, you will list your best occupational fields and your strongest interest areas.

STUDENT ACTIVITIES

Step One

You probably know some of the areas you are interested in and some areas you have abilities in (things you do well). Make a list of your interests and abilities and if possible list some occupations you feel these qualities indicate you would be successful in.

Step Two

Obtain a copy of the Self Appraisal and Assessment Structure from your Careers teacher or counselor. You will need two booklets, the directions booklet (tan) and the student handbook (yellow). The student handbook (yellow) is yours to keep so be sure your name is written on the cover.

Step Three

Complete the SAAS either in a class group or individually. Be sure to ask questions on any part you do not understand. This assessment will only be as valuable as the thought that goes into it.

Step Four

Have your completed SAAS profile interpreted by your Careers teacher or counselor.

I have discussed my SAAS results with

_____

Counselor/Teacher Signature

Step Five

After interpretation, list your best fields on page 16 of your booklet and list the occupations that your appraisal indicated that you should explore. You will want to refer to this list when you complete the Occupational Exploration CIP (#5).

Step Six

Toward the end of this course when you have begun to make some career decisions, complete page 17 of the student workbook.

Step Seven

Put completed SAAS booklet into your folder.

POST CIP INVENTORY # 4

A. List your two strongest interest areas:

1.

2.

B. List your two strongest ability areas:

1.

2.

C. List your three best occupational fields:

1.

2.

3.

D. My occupational level is _____

E. List three occupations within your best field and level assessment:

1.

2.

3.

CIP # 5 Exploring Occupations

Note to the Student

> In this CIP you will be using the Occupational Exploration Kit. The OEK is intended to help you to explore some jobs requiring your specific skills, interests, and post high school plans for additional training and education. This CIP will require that you do some serious thinking about yourself and your plans for the future.

STUDENT ACTIVITIES

Step One

Get a Student Record Book for the OEK from your Career teacher or counselor. Do all the work for this CIP in the Record Book.

Step Two

Read "How to use the OEK" on page one.

Step Three

Turn to page 13 of your Student Record Book and do step 3, "Use the Occuscan". If you do not understand how to use it after reading the directions, ask your Careers teacher or counselor for for additional help.

Step Four

Do at least steps 4, 5 and 6 in the Student Record Book. For step 6, read three of the Occupational Briefs you are interested in and fill in the occudata sheet on the last page of your Student Record Book.

Step Five

List the occupational areas which came up on OEK. These are

occupations you should explore. Select 4 occupations that interest you most. You can explore these occupations using any of the following as an information source.

a. Read job descriptions in the Occupational Outlook Handbook, State Occupational Guides, or any booklets or guides available.

b. Read the job descriptions and present employment outlook on VIEW cards (Vital Information for Education and Work).

c. Listen to a taped interview with a person in the occupation you are interested in.

d. Watch a film or filmstrip on the occupation that your are interested in.

e. Use the Work Experience Kit to explore an occupation. This will be the equivalent of three job explorations.

f. Listen to seminar speakers in class meetings. Fill out a seminar reaction form for each seminar you participate in. One reaction form is included in this CIP. More forms may be obtained from your teacher.

Step Six

After you have explored the four occupations, write a one paragraph description of each: include the advantages and disadvantages for you. It is not necessary to write a paragraph for seminars.

Step Seven

Clip the job descriptions to your Student Record Booklet and place this completed CIP in your Careers folder.

Seminar Reaction Form

Name:_____Mods_____Seminar #_____

Career Area:_____

Speaker: _____

Date: _____

1. Did you know anything about this career before you participated in the seminar?

2. If you answered yes to #1, what was the source of your information.

3. Summarize the main points made in the discussion. (Use other side if necessary)

4. Do you still have questions that were not answered during the seminar? What are they?

5. Do you think this session would be of help to other students?

POST CIP INVENTORY #5

A. List the four occupations which you explored:

1.

2.

3.

4.

B. From the four occupations you explored, select the two occupations which appeal to you most. List at least two advantages of each of these occupations.

1. a)

   b)

2. a)

   b)

CIP # 6 In-Depth Occupational Exploration

Note to the Student

> In the preceding CIP (#5) you have explored several occupations based on your interests, aptitudes and abilities. This CIP is designed to help you explore one occupation in which you have a strong interest.

STUDENT ACTIVITIES

Step One

Select one occupation you are most interested in. If you are unsure as to which occupation you should choose, review your results on the aptitude and interest tests and discuss them with your Careers teacher or counselor.

Step Two

Prepare a bibliography of five sources of information about your tentative occupational choice. Some of the most common sources are: Occupational Outlook Handbook, VIEW (Vital Information for Education and Work) cards, State Occupational Guides, etc.

Step Three

Complete any one of the following:

A. Make arrangements to visit a person involved in the career area you selected. Write a one page description of the visit. If possible, make a tape recording of the interview.

B. Make arrangements to visit at least two industries where the occupation is performed. Prepare a report on your visits, including a detailed job description on working conditions, and job outlook for each.

C. Prepare a short photo essay on the occupation you chose. Obtain permission to take a series of slides or pictures showing a person at work. If you use pictures, they should be mounted on a piece of poster board. Make arrangements with your teacher to show your essay to some students in your Careers class.

Step Four

Using some of the sources you listed in Step 2, compile specifics about the job you chose into an outline. Include salary, training, working conditions, educational requirements and advancement opportunities.

Step Five

Clip all of the parts of this CIP together and place in your Careers folder.

POST CIP INVENTORY # 6

Explain each of the following for the occupation that you explored in depth:

1. job description
2. salary
3. working conditions
4. educational and training requirements
5. advancement opportunities

CIP # 7 Writing a Letter of Application and Resumé

Note to the Student

> Most employers hire on the basis of your educational preparation and how you look and perform. Before an employer can discover these things, it is usually necessary to arrange for a personal interview. A good way to set up this interview is to write a letter of application and to prepare a personal resumé. When you complete this CIP, you will be able to write a letter of application and prepare a personal resumé.

STUDENT ACTIVITIES

Step On e

Get a copy of the classified ads from a local newspaper. Go through the job listings for a job that might appeal to you. (If you do not understand any of the abbreviations in the listing, ask your teacher to explain it. Cut out the job listing).

Step Two

Read the sample letter of application and resumé attached to this CIP.

Step Three

Using the sample forms as a guide, write a rough copy of your own letter of application and resumé. In your resumé be sure to include all past work experiences (babysitting, camp counselor, volunteer work, etc.) even if they seem unrelated to the job for which you are applying.

Step Four

Submit both rough copies to your teacher.

Step Five

After your letter and resumé have been seen by your teacher, retype or re-write them carefully in ink.

Step Six

Clip the job listing from the newspaper and your final copies of the letter and resumé together and put them in your Careers folder.

367 Ash Drive
Fullerton, California
May 15, 1971

Mr. Charles Miller
Manager
Union Bank
985 Grove Street
Orange, California

Dear Mr. Miller:

My counselor at Troy High School, Mrs. Susan James, told me that you plan to hire a young man as a bank trainee. I would like to apply for this position.

On May 23, I shall graduate from Troy High School. As you will see on the attached resumé, I have taken some subjects in business education which should prove helpful in this job. I would also be willing to continue my education either in night school or part time if it would be helpful in my work.

Several months ago I was with a group which visited your bank, and I feel that it would be a very interesting place to work. Some day I would like to work up to the management level in banking.

May I have a personal interview? You may reach me any day after 3 p. m. at 524-9845.

Very truly yours,

Robert Wolfe
Robert Wolfe

Enclosure

Resumé

Personal

Name	Robert Wolfe
Address	367 Ash Drive, Fullerton, California 92768, Phone: 524-9845
Age	18
Height	5 feet 10 inches
Weight	165 pounds
Health	excellent

Skills

Typing	40 words a minute
Adding machine	

Education

Graduate of Troy High School, May 23, 1971

Subjects studied:

Typewriting, 1 year
Bookkeeping, 1 year
English, 4 years
Business Math, 1 year
General Science, 1 year
Band, 3 years
History, 2 years
Physical Education, 4 years

Outside Interests and Hobbies

Play guitar and trumpet
Photography
Tennis
Swimming

References

Mrs. Susan James, Counselor, Troy High School, 2200 East Dorothy Lane, Fullerton, California

Mr. Charles Lowe, Business Math Teacher, Troy High School, 2200 East Dorothy Lane, Fullerton, California

Mr. George Lane, Photographer, 544 Lawrence Road, Fullerton, California

POST CIP INVENTORY # 7

Explain each of the following. Use examples to clarify your explanation:

1. resumé
2. employment record
3. personal reference
4. business reference

CIP # 8 Filling Out an Application Form

Note to the Student

> In this CIP you will fill out a standard application form. By this time you should have made some tentative occupational choices. You will fill out this application as though you were applying for a job in your future career.

STUDENT ACTIVITIES

Step One

Before you begin this CIP, try to list from memory as many of the following as you can:

1. names and dates of all schools attended
2. social security number (if you have one)
3. places and dates of previous job experiences
4. names and addresses of three possible references

Step Two

Read over the application form attached to this CIP.

Step Three

Check names and addresses of references you will list, your social security number if you have one, dates of school attendance and graduation and previous employment. Write down all of this information. You will need it to fill out the form. Be sure everything is spelled correctly. Bring this information with you to class.

Step Four

Fill out the application form in class neatly and in ink. Try to fill it out without referring to the information you wrote down in Step Three. When you have finished, check it against the Step Three information and be sure that it is complete and accurate.

Step Five

Submit the completed form to your teacher. After he has checked it over, put it into your Careers folder. It will be returned to you with your CIPs at the completion of this course. You might want to retain it for use on future "real" job interviews.

APPLICATION FOR EMPLOYMENT

PLEASE PRINT Date_____

Mrs.
Miss
Mr._____ Social Security No.____/____/____
Last First Middle

Residence Address_____ Tel No._____
Number Street City Zip

*Date of Birth_____ Are you a U. S. Citizen Yes No

Are you Single Married Divorced Separated Widowed

Number of
Dependents: Spouse_____Children_____Other_____ Do you live with Parents_____
Spouse_____Other_____

Height_____Ft_____Ins. Weight_____Lbs.

Are you Willing to Work Saturday, Sunday, Holidays, Evening or Night Hours if required ?
Yes No

Typing Speed _____Dictation Speed_____Other Business Machines_____
_____

*The Age Discrimination In Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

EDUCATION

Name of School	City and State	Major Subjects Studied	Dates Attended From Mo. Yr.	TO Mo. Yr.	Units Completed	Grade Point Avg.
Elem School						
High School						
Jr. College						
College						
Other						
Name Under Which Attended School, if Different						

PREVIOUS EMPLOYMENT

List your jobs starting with the last job held. Where You Have Worked	Description of Job Duties	Name and title of Immediate Supervisor	Date Employed Mo. Day Yr.	Date Leaving Mo. Day Yr.	Wages Or Salary	Hrs. Per Week
Firm Name Street Address City State Zip Tel. No. / Why Did You Leave?						38
Name Under Which Employed if Different						
Firm Name Street Address City State Zip Tel. No. / Why Did You Leave?						
Name Under Which Employed if Different						

MILITARY RECORD- UNITED STATES ARMED FORCES

Draft Or Reserve Status	Rank Or Specialist Rating	Branch of Service	Date of Entry: Mo. Day Yr.	Date of Discharge: Mo. Day Yr.	Type of Discharge
Description of Duties					

ANY MISREPRESENTATION OF FACTS CONTAINED ON THIS APPLICATION IS CAUSE FOR DISMISSAL, IF YOU ARE EMPLOYED.

POST CIP INVENTORY # 8

List four pieces of information you should have with you when you complete an application form.

1.

2.

3.

4.

CIP # 9 Preparing for a Job Interview

Note to the Student

> In this CIP you will learn how to prepare for and conduct yourself in a job interview. By the time you complete this CIP you will know how to prepare for an interview, questions frequently asked in an interview, and you will participate in a mock interview.

STUDENT ACTIVITIES

Step One

You probably know some basic interview techniques already. Before you continue this CIP, complete the following questions.

1. List four steps you would take before going to a job interview.
2. List three items to include in a resumé.
3. List five questions frequently asked during a job interview.

Step Two

Preparing for the Interview:

A. Review the resumé you prepared in CIP # 7. Be sure you know:
   1. Personal information (name, address, age, health, etc.)
   2. Skills or abilities (typing, welding, etc.)
   3. Education (courses taken, schools attended)
   4. Work experiences (part time and full time)
   5. Personal references (teachers, employers, etc.)

B. Participate in class discussion about personal appearance, things to bring and possible interview questions.

Step Three

Watch the simulated interview in class. Pretend you are the interviewer. Fill in the evaluation form you will find in this CIP. Be specific in describing what you see as special strengths and weaknesses of the person being interviewed.

Step Four

You will be assigned a date, a place and an interviewer. He will conduct a mock interview as if you were applying for a real position. It is your responsibility to arrive on time and at the proper place. The form below will help you to remember your appointment.

I am to be interviewed on _____ at _____
date time

in room _____ by _____.
Interviewer's Name

Step Five

Report to the place assigned for your interview. Have the resumé with you. After the interview, the interviewer will give your teacher a card evaluating you on poise, appearance, voice, language, etc. This card will be discussed with you.

Step Six

Write a one paragraph evaluation of your interview experience.

Step Seven

Place this completed CIP in your Careers folder.

INTERVIEW EVALUATION

Name of Candidate _____ Date _____

Job Applied For _____

General Comments _____

_____

_____

_____

_____

_____

Special Strengths _____

_____

_____

Special Weaknesses _____

_____

_____

Rating (check one) _____ _____ _____
low medium high

Signature of Interviewer _____

POST CIP INVENTORY # 9

A. List five important things to do to prepare for a job interview.

1.

2.

3.

4.

5.

B. List three ways to create a good impression during an interview.

1.

2.

3.

C. List three personal strengths which will help you in an interview situation.

1.

2.

3.

D. Describe one weakness you think you should work on to improve your skill in interviewing.

IV. Program Goals and Performance Objectives for the Career Instructional Packages: Suggested Methods and Materials for their Implementation.

Each of the nine Career Instructional Packages has a general goal and a performance objective. The goals are broadly stated for the student in the "Note to the Student" which begins each CIP. Functional objectives are not specifically stated but evolve for the student as he goes through the steps.

The General Program Goals and Performance Objectives are stated for the teacher in this section of the manual. They provide information related to the concept to be mastered in each CIP. For example, the goal in CIP # 2 is for the student to begin to develop an accurate perception of himself in relation to the world of work. The emphasis here is upon the student's becoming aware of his own motivations, values and goals.

The performance objectives specify desired outcomes; their nature is functional. A measure of the learning that takes place is determined by whether or not a student reaches stated objectives. The objectives may be awareness or understanding, but each must be demonstrated by some behavior. For example, in Career Instructional Package #2 for the final step the student must list his strongest interest areas and five occupations within those areas. The performance objective may be demonstrated in a student's ability to perform an activity in a manner which satisfied a certain criterion.

In CIP #8 the student must participate in a simulated interview and follow-up evaluation session. The successful completion of this activity demonstrates that he can utilize the concepts learned in the

completion of the steps of CIP #8.

In addition to program goals and performance objectives for each Career Instructional Package, this section of the manual contains methods and materials for the most effective use of the CIPs. Discussion questions, films, alternate activities and instruments and additional explanatory notes are included where appropriate.

CIP # 1 A Look At Myself and the World of Work

Program Goals

The goal is for the student to realize that career decision-making is a continuous developmental process rather than a single event. He will become aware that an understanding of an individual's personal values, abilities and interests is essential to intelligent career choice. He will begin to look at himself, his values and goals.

Performance Objectives

Upon completion of this CIP 80% of the students will be able to:

1. Write an essay concerning their present goals and values.
2. List their 10 strongest points.

NOTES TO THE TEACHER

In Step Three:

Suggested introductory career films:

1. "What's Your Bag?", Stan Ostrom
2. "Values for Teenagers: The Choice is Yours", Guidance Associates
3. "Preparing for the World of Work", Guidance Associates
4. "Big Question", Assoc. Films and New York Life Insurance Company
5. "Pick Your Tomorrow", Ethyl Corporation, Chrysler Bldg.

In Step Five:

Discussion Questions:

1. Distinguish between aptitude, ability and interest (use a dictionary, if necessary).
2. What does the term self-concept mean? A person's self-concept plays an important part in determining his career. Explain.
3. An occupation has an effect on a person's status and life style. Comment.
4. What should you know about yourself before choosing a career?
5. Job satisfaction depends on the relationship between an individual and his work situation. Comment.
6. It is estimated that the average person will change the kind of work he does five times during his lifetime. What effect will this have on your career planning?

CIP # 2 My Abilities and the Right Job

Program Goals

This CIP helps the student to become aware of his unique abilities and aptitudes. He will be able to identify a variety of occupations in which he might perform adequately and to relate his aptitudes and abilities to some tentative occupational choices.

Performance Objectives

Upon completion of this CIP, 80% of the students will be able to:

1. List their abilities and aptitudes as measured on a standardized test.
2. Compare their scores with national averages.
3. List jobs which their occupational aptitude profiles indicate they can perform adequately.
4. List some tentative occupational choices.

NOTES TO THE TEACHER

In Step Two:

The General Aptitude Test Battery is an excellent instrument for measuring a student's aptitudes and abilities. Reliability and validity coefficients are high and although it is a long test, the students enjoy taking it, particularly the apparatus section. The only disadvantage is that it requires some minimal training in administration and interpretation. Local branches of The State Employment Office provide resource people who are available to give training sessions. Another advantage of the GATB is that the results are coded with an

Occupational Aptitude Profile which lists jobs for which a specific combination of skills is required. The result is that the student is provided with an extensive list of specific occupations (with D. O. T. numbers) for which his unique combination of abilities indicates he is suited.

If you are able to use the GATB, it is preferable to have it machine scored. Machine scoring is more accurate than hand scoring and returns results quickly. If the GATB must be hand scored, parents are usually willing to help. Since the raw score must be converted to establish a final score, there is no confidentiality problem.

Other tests which might be used in lieu of the GATB are the Iowa Test of Educational Development, and California Achievement Test. Neither of these includes a manual section. The Air Force provides a good abilities test. A representative will come and administer the test, have it scored and return to interpret the results for your students. The use of this test may entail additional planning due to the turn-around time involved. It may be as much as six weeks before scores are returned ready for interpretation. American College Testing (see appendix for mailing address) has developed a Career Planning Profile Test for the non-college-bound student. The profile developed by ACT is very helpful in career planning, but the administration cost is $6.00 per student. ACT's proposed design includes the acceptance of this profile in lieu of other entrance tests for community colleges and private trade schools.

In Step Three:

The GATB interpretation may be done individually or with small

groups of students having a similar range of scores. If any students have very low or apparently inconsistent scores, discuss these profiles individually.

In Step Four:

If you use a test battery other than the GATB, Step Four of CIP # 2 will not apply. In lieu of Step Four, you may have each student make some tentative occupational choices and compare his qualifications for these with those listed in the Occupational Outlook Handbook as appropriate for that occupation.

No matter which test you choose to use, be sure to assure the student that the results will not affect his grade nor will they appear on his permanent record. These assurances relieve the student's anxiety and result in more accurate scores.

CIP # 3 My Interests and the Right Occupation

Program Goals

The goal is for the student to develop an accurate perception of himself in relation to the world of work. The emphasis is upon the student's understanding his interests and motivations.

Performance Objective

Upon completion of this CIP at least 80% of the students involved will list their strongest interest areas and five occupations within those interest areas.

NOTES TO THE TEACHER

In Step Two:

Any of the following interest surveys may be used. Each comes with a complete set of interpretation instructions. Information for ordering any of the interest inventories is included in the appendix.

a. The Ohio Vocational Interest Survey. The cost per student is 60¢ and the scoring turn-around time is between two weeks and a month. The service provides two copies of the student report folder so that one can be kept on file by the school. (This second copy should be kept by the Careers class teacher and should not become part of the student's permanent record.) The Profile Chart is divided into a 24 scale interest score which expresses the strength of the student's interest. The results can be easily tied in with the General Aptitude Test Battery, The Dictionary of Occupational Titles, and the

Occupational Outlook Handbook. Ordering information is given in the appendix of this book.

b. The Kuder Preference Test. The advantage of this test is that it is non-verbal making it ideal for disadvantaged and non-academic students. It consists of a series of color slides which depict typical tasks and work scenes found in 20 occupational clusters. The clusters are derived from community college occupational programs. Students respond to the slides on a 5 point like - dislike continum. The results provided on a computer print out give a raw score, general performance indicator, and percentile ranking plus a list of specific college vocational programs which correspond to the students interest.

d. Gordon Occupational Check List is an inventory for non college-bound students. Activities cover 240 jobs which do not require college training. The cost is $6.50 per package of 35.

e. Strong Vocational Interest Inventory is a good instrument to use with the college bound student especially those who score very high on the General Aptitude Test Battery. The cost is 80¢ per student and scoring turn-around is approximately three weeks.

In Step Four:

The OVIS, Kuder and the PIC provide lists of occupations based on the various interest areas. In addition the Self Appraisal and Assessment Structure and the Occupational Exploration Kit list occupations by interest area. These may be duplicated and made available to students.

are limited and thus the level responses will tend to be low. If the SAAS is not available, this lap may be completed using the following alternative student activities:

Step One

Same as described in CIP #4

Step Two

Define each of the following career areas. You may do this in groups, ask your teacher for help, use a dictionary, etc.

1. Scientific
2. Mechanical
3. Clerical
4. Computational
5. Social Service
6. Verbal
7. The Arts
8. Sales

Step Three

After you have defined the career areas listed in step two, select two areas in which you think you have some interest and ability. For each of the areas you choose, mention two things which you can do that demonstrate ability and interest in these areas. For example, ability and interest in the arts might be demonstrated by a person's playing lead guitar with a small rock band. Consult parents and friends for help if you have difficulty in pinning down these examples.

Step Four:

Make an appointment with your counselor to review your high school educational plans in terms of your future occupational level, i.e. skilled, semi-professional, professional, etc.

Step Five

Clip all the parts of this lap together and place in your Careers folder.

CIP # 5 Exploring Occupations

Program Goal

To assist students in the exploration of occupations consistent with their interests and abilities and present educational plans.

Performance Objectives

Upon completion of the CIP, 80% of the students involved will:

1. List occupations they could qualify for based on their particular interests.
2. List occupations they could qualify for based on their particular abilities.
3. List occupations they could qualify for based on their present educational plans.
4. Select six occupations consistent with their present interest, abilities, and educational plans and write a job description for each occupation.

NOTE TO THE TEACHER

Information for ordering the Occupational Exploration Kit can be obtained in the appendix of this manual. When ordering the kit, additional Student Record Booklets will be needed as only 25 are included with the kit. Without the Student Record Booklets the OEK loses effectiveness so be sure to order enough booklets so that each student will have one for this CIP.

In Step Three:

A group demonstration may be helpful in explaining the use of

because it not only involves students from the Careers class, but also provides career information for the entire student body.

CIP # 7 Writing a Letter of Application and a Resumé

Program Goal

In this CIP, the student will be able to write a neat and accurate letter of application and resume. He will become aware of the importance of the effect these initial contracts have upon a potential employer.

Performance Objectives

Upon completion of this CIP, 80% of the students involved will:

1. Write a clear and correct letter of application.
2. Write an accurate, complete personal resumé.

CIP # 8 Filling Out an Application Form

Program Goal

In this CIP, the student will understand the importance of filling out a complete and accurate application for employment. He will also be aware of the necessity to have this information available to him when he reports to a prospective employer for an interview.

Performance Objectives

Upon completion of this CIP, 80% of the students involved will:

1. List all the information required in completing standard applications for employment.
2. Complete a standard application neatly, correctly, and in ink.

CIP # 9 Preparing for a Job Interview

Program Goal

The goal is for the student to understand the importance of a good interview, interview techniques, and how to conduct himself in an interview.

Performance Objective

Upon completion of this CIP, 80% of the students involved will have evaluated a simulated interview and demonstrated their ability to conduct themselves in an interview situation by participating in a mock interview.

NOTES TO THE TEACHER

In Step Two:

Class discussion prior to interviews may include the following:

1. Things to bring
2. Appropriate grooming and dress
3. How to project a good impression

In Step Three:

Arrange a simulated interview using a student volunteer and perhaps one of the school's administrators. Try to get an interviewer with whom the students are not foo familiar and a student interviewee who is self-assured and confident. Providing each of the participants with a list of possible discussion questions will ensure a successful simulation. Do not have them rehearse it. After the simulation has been discussed in class, you may want to give each student a list of

interview questions. They may want to review these before their interview.

Interview Questions:

1. What have you been doing for the last couple of years?
2. In what type of position are you most interested?
3. What qualifications and personal characteristics do you have that you think will make you successful in the field?
4. How do you spend your spare time?
5. Why do you think you would like this type of work?
6. In what school activities have you participated?
7. What are your future vocational plans?
8. Do you generally get along with others or would you rather work by yourself?
9. What have you done that shows initiative and willingness to work?
10. Tell me about yourself.

SUGGESTED METHODS FOR IMPLEMENTING A CAREER DEVELOPMENT CENTER

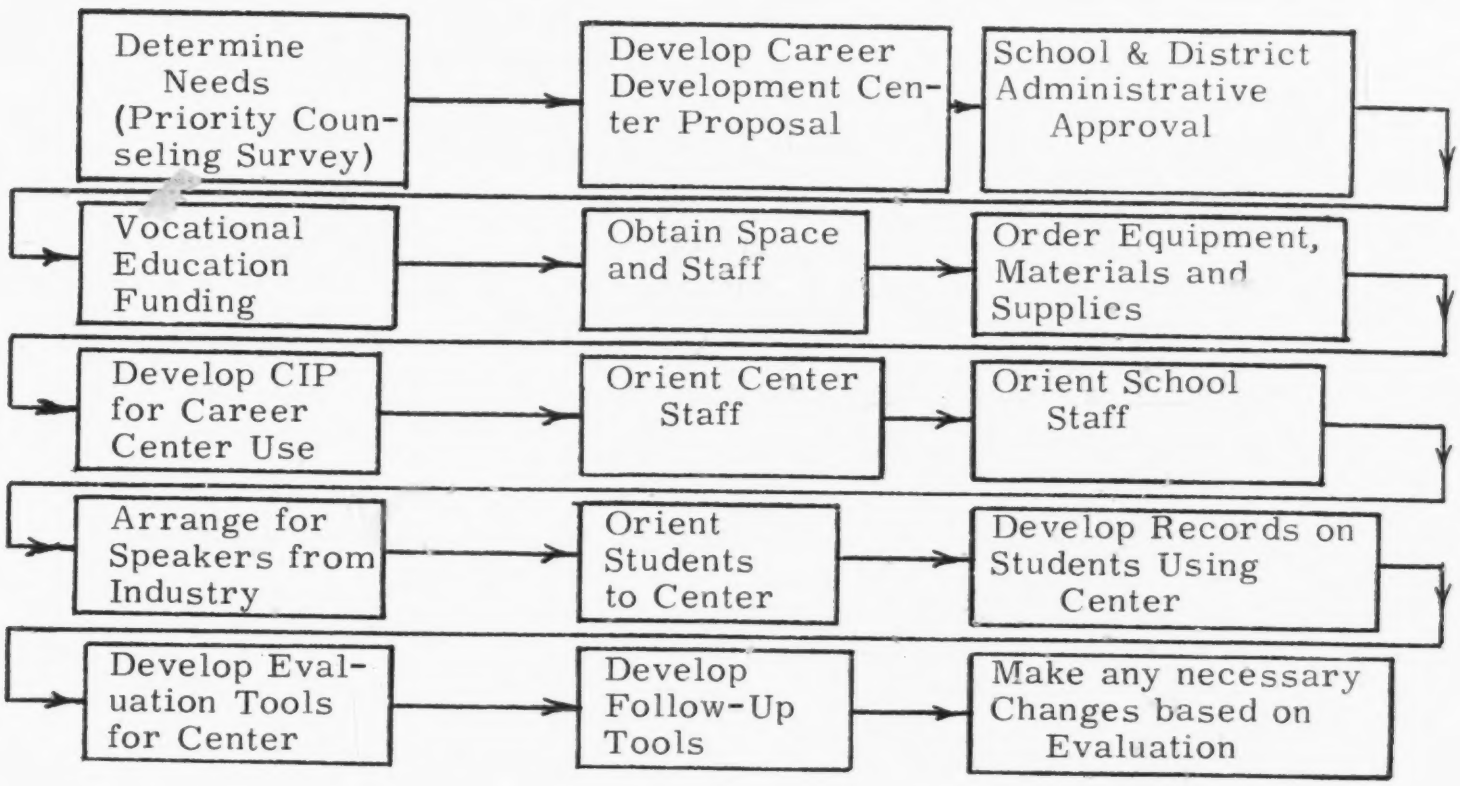
Justification for a Career Center

The purpose of a Career Development Center is to provide a single, centralized place where students can obtain relevant, current career information and assessment tools, develop skills necessary for seeking employment, explore possible occupational alternatives and receive on-the-job experiences through an Exploratory Work Experience Program.

In schools where there is no Career Development Center, career information is frequently stored in some corner of the library because there is no space available in the counseling offices. Such inconvenient location plus a lack of qualified personnel to keep materials up-to-date and help students use them properly substantially interfers with the use of this vitally important information by many students.

A workable format for implementing a Careers Center is described in the following section of the manual. It is by no means a rigid design but rather a suggested procedure that may be used as a guide for the systematic development of a Careers Center. The sequence is summarized on the following model

CAREER DEVELOPMENT CENTER IMPLEMENTATION CHART


Determine Needs (Priority Counseling Survey)
Develop Career Development Center Proposal
School & District Administrative Approval
Vocational Education Funding
Obtain Space and Staff
Order Equipment, Materials and Supplies
Develop CIP for Career Center Use
Orient Center Staff
Orient School Staff
Arrange for Speakers from Industry
Orient Students to Center
Develop Records on Students Using Center
Develop Evaluation Tools for Center
Develop Follow-Up Tools
Make any necessary Changes based on Evaluation

EXPANDED EXPLANATION OF OPERATIONAL CHART

I. Determine Needs. One method of determining needs is by utilizing a student survey. A copy of the Priority Counseling Survey used in California for this purpose has been included in the appendix. A comparable instrument should be administered to verify the need for career guidance. A survey given yearly can be utilized as a follow-up study in evaluating the impact of a Career Development Center on the total student body. One method that has been used is to administer the survey on a yearly basis in the freshman and junior years. This provides for time to contact students whose needs have been identified through the survey and at the same time affords a comparison between needs of the freshman class as compared with those of the junior class members who have had some Career Development Center experience.

II. Developing A Career Center Proposal An example of a proposal has been included in the appendix of this manual. This design presupposes a very supportive administration and substantial funding. While adequate funding is desirable, successful implementation of a Careers Center is not necessarily contingent upon generous financial support. Some of the most successful activities described in this manual merely require a commitment and wise utilization of community resources. This might be used as a guide when preparing your proposal. The proposal should include the following:

A. Justification

This is a statement of your schools' need for such a center. If possible, it should include the results of the student needs survey given to your schools' students.

B. Student Outcomes

These should be stated in performance terms so that the effectiveness of the Center can be verified. The sample proposal in the appendix might be used as a guide.

C. Learning Experiences Available to Students

All experiences that can be provided in the Career Center to any student who enters the center should be specified. Career Instructional Packages such as those in this manual are very good for individualizing a Careers program.

D. Planned Utilization for the Center

This section should state your plans for the Career Development Center for the next year and perhaps the following years. Several possibilities have been provided as alternative utilization plans in the sample proposal located in the appendix. It

should be emphasized that extensive and varied equipment is not crucial to the development of a successful center. Some of the most valuable career resource materials are available at no cost from local, state and federal agencies. State Occupation Guides provide detailed and accurate career information and are usually updated annually.

E. Vocational Funding

Check with the vocational specialist in your district for information about Federal funding. Most of the equipment and materials mentioned in the sample proposal could be purchased with vocational funds.

F. Space & Staff Requirements

1. Space

The facility in the sample proposal is 40' x 32' and provides enough space for 30 to 40 students. The size of your Center will depend on the utilization plans and the number of students involved at any one time.

2. Staffing requirements

Any or all of the following may be used:

a. Career Guidance Specialist or Teacher

If possible, a specialist should be hired to help in the development and implementation of a Center. His tasks should include:

(1) ordering equipment and materials to include in Center.

(2) conducting group guidance programs

(3) training counselors in use of testing and equipment

(4) developing systems for referring students to the Center

(5) reporting latest developments in Career Guidance to counseling staff

(6) arranging for speakers, interviewers, programs, and Priority Counseling Survey testing and results interpretation.

(7) supervising independent study course work as well as the Career Development Center

b. Work Experience Coordinator

If possible, the Work Experience Cooridinator should also be located in the Center so that students making tentative career choices can be easily directed into the Exploratory Work Experience programs.

c. Career Center Aide

(1) locating career information

(2) locating educational information

(3) operating equipment

(4) setting up appointments with speakers, work experience, interviewers, or testing.

(5) completing surveys and interest inventories

In addition to aiding students, the full-time aide can write thank you letters, send for material updates, and develop various records, forms and indexing systems utilized in the Center.

d. Parent Volunteers

By utilizing the community members, volunteers can be easily obtained to work in the Career Center. Their help in locating students, conducting campus tours, maintaining student records, up-dating and maintaining career files and setting up bulletin boards allows the Career Center aide and specialist to have more time with students. In addition, their support as members of the community can be very important for good community relations.

G. Projected costs of the Center

These costs should include staffing, facility, equipment, and materials costs.

H. Developing Career Instructional Packages for Center Use

The Career Instructional Packages provided in Part III of this manual are designed to be used in a class situation. An individual not enrolled in the Careers class might make use of the CIPs if they were adapted slightly. This can be done by simply eliminating class discussion sections of the CIP and adding additional instructions and information from the teacher's manual (part IV) so that the student is able to complete the CIP independently without the teacher's assistance. Some additional instructional sources for the Career Center CIPs may be obtained from private industry at no cost to the school. For example, the New York Life Insurance Company has available an excellent instructional manual on Interviewing (see appendix). The importance of having such a package is

that it helps the student to meet his particular need and provides the Career Center with written proof that the student has fulfilled his need.

I. Orientating Center Staff

Orientation is the responsibility of the Career Specialist and depends on the planned uses for the proposed Career Development Center.

J. Orientating School Staff

Once the Center is operational, a general teachers' meeting should be called to explain the types of services the Center can offer. In addition, a monthly newsletter containing planned activities and speakers scheduled will help to keep staff members constantly aware of the Center services.

K. Arranging for Speakers

One of the best experiences a student can have in a Career Center is to meet with someone already in the career he is interested in so that he may resolve any concerns he may have. This service only costs a few phone calls and will make any Career Center a popular student hang out. Speakers should be scheduled three or four times a week on a regular basis and students should be notified in advance so that they can plan to attend.

L. Orientating of Students

Orientation can be accomplished by having the Career Development Center a part of freshman orientation. A video taped visit to the Center can be presented to the entire student body if the school is equipped with television. If these are not

available, presentations made to classes can be very effective in promoting the use of the Career Center. The best classes for this approach are P. E. or English so that all students will be reached.

M. Records on Students Visiting Center

In order to show the effectiveness of the Career Development Center, records should be kept on all students visiting the Center. A simple but effective method of doing this is to develop a sign-in sheet. A sample layout is shown in the appendix. In addition to a sign-in sheet, Career Instructional Packages completed by students should be recorded and evaluation forms for speakers should be filled out and kept on each student visiting with a speaker.

N. Evaluation Tools for the Center

The items mentioned above will help in the evaluation of the Center as will the continued use of a student needs survey. The best method of evaluating the effectiveness of the Center is to follow the students by utilizing a follow-up study.

O. Follow-Up Study

Information on how to develop such a study can be obtained by writing for "Handbooks of Instruction for Conducting a Follow-Up Study", Book I. Write the letter on school stationery and address it to:

Dr. Ann L. Upton, Bureau of Pupil Personnel Services. Department of Education, 721 Capitol Mall, Sacramento California 95814

P. Evaluating and Updating the Center

As the Center becomes a reality and is evaluated, changes will need to be made in order to continue to meet the career needs of the students.

WORK EXPERIENCE COORDINATOR	CAREER CENTER DIRECTOR/	CAREER CENTER	CAREER CLASS TEACHER	STUDENT
Assists students in making career choices, in preparing for careers, in developing an understanding of the meaning of work, and in making the transition to the world of work	Coordinates all activities in the Career Center	Staffed by full-time Paraprofessional, Work Experience Teacher, Parent Volunteers, Student Aides, and Center Director	Organizes and teaches Careers class	Visits center at request of teacher, counselor, parents or may visit self initiated
Aids students in gaining educational insight into professional, business and industrial activities	Trains Career Center Aide, Parent Volunteers, and Student Volunteers in use of materials and equipment	Based on Priority Counseling Survey, students are summoned to view films, listen to speakers, and explore information	Develops student CIPs	Takes assessment tools and determines interests, abilities, aptitudes
Initiates and maintains work stations, coordinates the program, supervises the students on the job, consults with employers, evaluates student's progress	Organizes Center materials, develops student CIPs, coordinates work experience instructional program	Careers class uses center to complete CIPs, explore career materials, meet with career speakers	Guides students through assessment CIPs including administering and interpreting results	Explores occupations using OEK, films, filmstrips, job experience kits, tapes
Maintains good working relationships with the community, school personnel, parents and students	Refers students in center to materials, equipment, films, coordinates administration and test interpretation	Career information available including films, slides, tapes, pamphlets, catalogs, State guides, VIEW, Occupational Outlook Handbook	Aids students in locating career information, using machines, and completing exploration CIPs	Attends career speaker presentations, group counseling sessions
	Provides in-service training for faculty and counselors on new center materials	Tests and Kits including GATB, SAAS, Kuder, OEK, Job-O, etc.	Helps students in filling out application, resumes, preparing for mock interviews and counsels each student completing interviews regarding their effectiveness	May complete CIPs on independent study for credit towards graduation
	Arranges speakers, tours, and interviewers based on career class needs and Priority Counseling Survey		Counsels each student about personal goals and objectives	May participate in Work Experience Program
	Works with teachers, providing career information, materials, and speakers along subject area lines			

APPENDIX

SAMPLE PROPOSAL FOR A

CAREER GUIDANCE AND RESOURCE CENTER

Purpose:

To develop a Career Guidance and Resource Center including provision for work experience and career counseling.

Justification:

One of the most important decisions faced by a student is his choice of a career. The purpose of the Career Guidance and Resource Center will be to allow a student to be exposed to career information and requirements so that he will be better able to formulate his own occupational goals more consistent with his abilities and interests.

Outcomes:

By following a career planning unit presented by a career guidance team and utilizing the Career Resource Center to complete work for the unit, 80% of the students involved will be able to:

1. state their three strongest measured interests, aptitudes, and achievement scores.
2. state two occupations consistent with their measured scores.
3. be able to answer a job advertisement.
4. write a letter of application and resumé.
5. conduct themselves properly in an interview.
6. be aware of job requirements for their individual career choices.

In addition, students will be exposed to local industry by periodic plant tours, by using company representatives as discussion

group leaders, and by availability of hand-out materials relevant to career guidance donated by local industries

Resource experiences for unassigned students

Any student who visits the Center may:

1. Obtain information from a qualified adult who is always on duty.
2. At certain announced times, be interviewed in a role-playing situation.
3. Be televised for his own self-discovery and self-improvement.
4. Learn the basics of letter writing, resumé development, and job application completion.
5. Read current periodicals and texts on various job areas.
6. Be exposed to on-the-job areas through current films, slides and tapes.
7. Feed into the existing work experience program.
8. Meet various representatives of industry in small groups or individually.
9. Schedule or receive testing information.

Projected Center utilization for school year

Presently, 600 upper division students are scheduled for a nine week Career Planning Unit. Students enrolled in the course will utilize the proposed Center in the completion of assignments in Learning Activity Packages which have already been created by the staff.

In addition to those enrolled in the Career Planning Unit, it is estimated that at least 1, 000 additional students will use the Center during their unassigned time.

Many instructors have already indicated that they plan to have

career assignments as part of their subject area class requirements.

If the above plans are implemented, almost all students should visit the Career Center at least once during the year.

PROJECTED COSTS FOR IMPLEMENTING A CENTER

Costs funded by School

1. School will provide a facility for the Career Guidance Center that is 40 feet by 32 feet as shown on the proposed floor plan.

2. Campus will provide the following staff for the Center:

   a. 5/5 Counselor

   b. 3/5 Career Guidance Specialist

   c. 3/5 Work Experience Teacher

   d. 5/5 Teachers

   Staffing Costs ----------$48,000.00

3. Campus Library Funds will be used for half of the Audio Visual Software costs. ----------$ 2,000.00

Total Campus Costs $50,000.00

Costs to be funded

1.	Facility Change Requirements----------	$ 1,450.00
2.	Work Experience Aid (1/2 time)----------	3,700.00
3.	New Equipment ----------	3,523.50
4.	Audio Visual Hardware ----------	4,789.95
5.	Audio Visual Software----------	2,000.00
6.	Office Supplies----------	500.00
7.	Travel Expenses ----------	500.00
	Total Funds Needed	$16,463.45

Itemized Facility Changes Costs		Est. Costs
1.	Purchase and install 40 feet of metal Houserman partition walls, including windows and doors as shown on the proposed floor plan. ----------	$1, 200. 00
2.	Purchase 36 feet of 4 foot high sections of peg board to be installed along south wall as shown on plan. ----------	50. 00
3.	Install electric power to Audio Visual Carrels as shown on plan. ----------	200. 00
	Total Cost	$1, 450. 00

ITEMIZED LIST OF COSTS THAT NEED TO BE FUNDED

1. New Equipment Requirements

No. Req'd.	Description of Equipment	Est. Unit Cost	Total Cost
2	Office Desks	$170.00	$340.00
2	Chairs W/Arms	61.00	122.00
3	OraVisual Display Easels (H323)	26.50	79.50
2	Book Cases	65.00	130.00
2	Four Drawer Filing Cabinets	75.00	150.00
8	Virco Tables (30" x 60")	28.20	225.00
44	Virco Black Plastic Chairs	8.00	352.00
9	Student Study Carrels	150.00	1350.00
1	Smith System Magazine Rack	75.00	75.00
1	Typewriter (Electric)	250.00	250.00
1	Canon 35 mm Slide Camera	250.00	200.00
1	Telephone Ext. in Career Office	200.00	200.00
	Total Equipment		$3,523.50

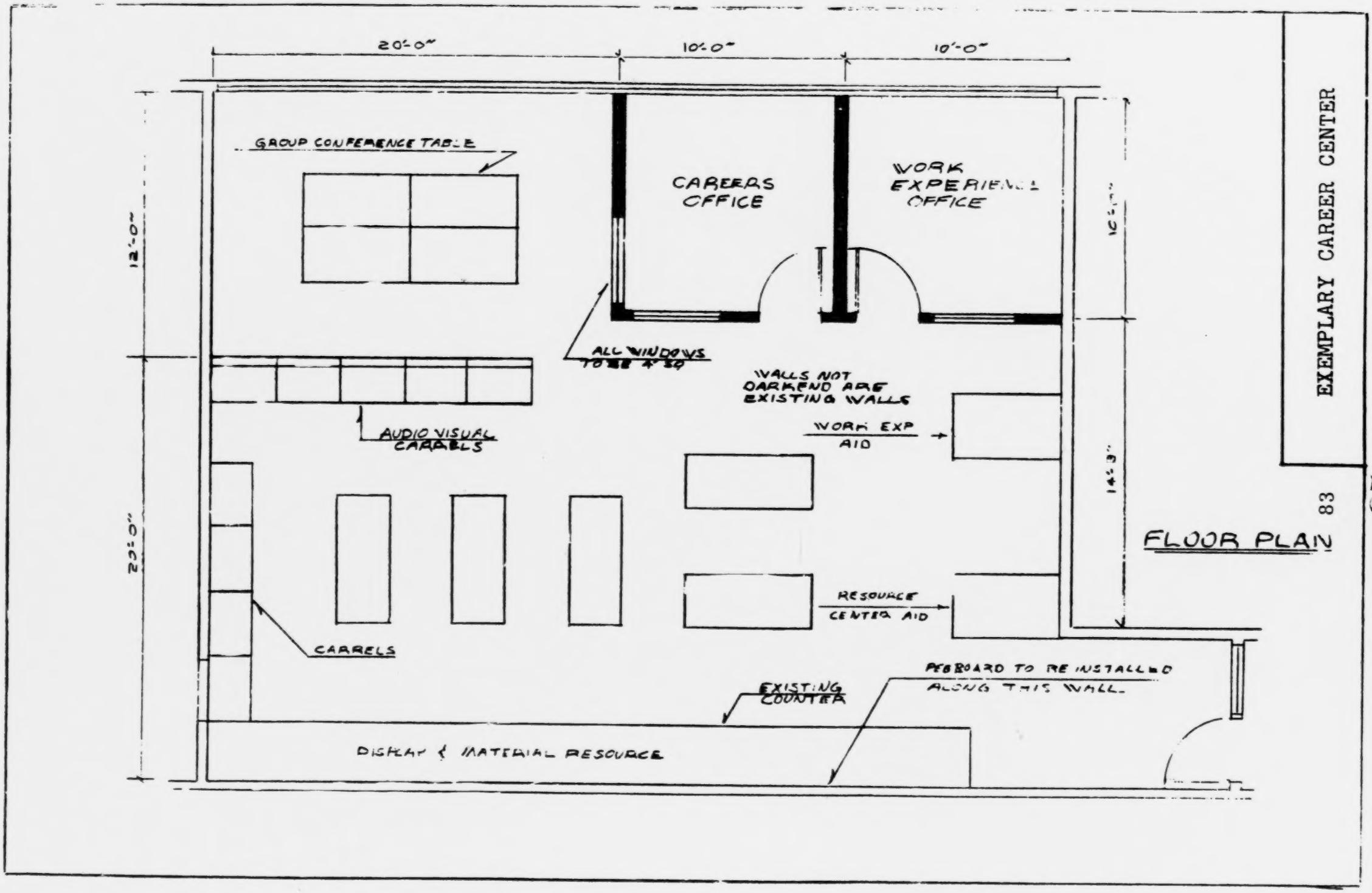
2. Audio Visual Hardware Requirements

No. Req'd	Description of Equipment	Est. Unit Cost	Total Cost
1	8 mm Fairchild Proj. Model 1711R	$500.00	$500.00
1	88 mm Fairchild Proj. Model 1711	400.00	400.00
1	Graflex Sound Filmstrip Proj. (CP4)	125.00	125.00
1	Kodak Carrousel Proj. (AV3402	185.00	185.00
1	Hpi Caritel (Carrousel Rear Unit)	35.00	35.00
1	Wollensak 2500 Av Tape Recorder	300.00	300.00
4	Cassette Tape Recorders (Bell & Howell #2393)	40.00	160.00
1	Realist Film Reader (Vangard 15X Lens)	180.00	180.00
1	Wilson Mobil Movie Mover 16mm Unit)	190.00	190.00
1	ATC 8 Station Listen System	74.00	74.00
1	Complete Video Taping System	1200.00	12 00.00
	Total Equipment Cost		$4,789.95

3. Audio Visual Software Requirements

Description of Equipment	Est. Cost
Career Kits	$ 300.00
Films on Careers (8mm)	3,000.00
Pamphlets	400.00
Government Stamps	50.00
Reference Books	100.00
35 mm Slide Film (for creation of career series on local industry)	100.00
Total Software Costs	$ 4,000.00

Campus Library Funds will pay $2,000.00 of software costs with remaining $2,000.00 to be funded.



EXEMPLARY CAREER CENTER

83

85

Date _____

CHECK-IN SHEET

NAME	REASON FOR COMING TO CAREER CENTER	FREE MOD OR SENT BY TEACHER	GRADE LEVEL	TIME IN	TIME OUT	DID YOU ACCOMPLISH WHAT YOU CAME IN FOR?

PRIORITY COUNSELING SURVEY
QUESTIONNAIRE

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PART I

1. In planning my educational program, I need the most help in knowing about:
   - A. Graduation requirements
   - B. Possible elective courses
   - C. Course prerequisites (aptitudes, abilities and skills)
   - D. Career possibilities of elective courses
   - E. Extra-curricular activities (sports, clubs, student activities)
   - F. No help needed at this time

2. I think my strongest aptitude is:
   - A. Verbal (ability to work well with and understand written material)
   - B. Numerical (ability to work well with numbers and mathematics)
   - C. Physical (ability to use my hands and body well)
   - D. Spatial (ability to picture something in my mind from a drawing)
   - E. Clerical (ability to work well with details in numbers or words)
   - F. Mechanical (ability to work well with machines or tools)
   - G. Social (ability to work well with other people)
   - H. Scientific (ability to apply knowledge or technical skill in a systemized manner)
   - I. Sales (ability to communicate well with others for the purpose of selling ideas or goods)

3. How sure am I that my response to question "2" really is my strongest aptitude?
   - A. Certain
   - B. Very sure
   - C. A little uncertain
   - D. Very uncertain

4. I estimate my grades since 8th grade to be:
   - A. Mostly A's
   - B. Mostly A's and B's
   - C. Mostly B's
   - D. Mostly B's and C's
   - E. Mostly C's
   - F. Mostly C's and D's
   - G. Mostly D's
   - H. Mostly D's and F's

5. Compared with my ability, I think my grades are:
   - A. Considerably below my ability
   - B. A little below my ability
   - C. About right for my ability
   - D. Higher than I expected

6. I am most interested in the following school subject area: (indicate first choice only)
   - A. Agricultural Science
   - B. Business Education
   - C. English
   - D. Music, Fine Arts
   - E. Foreign Language
   - F. Home Economics
   - G. Health Science
   - H. Mathematics
   - I. Physical Education
   - J. Science
   - K. Social Science
   - L. Practical Arts and Vocational Education

7. My present course of study is:
   - A. General Education
   - B. Business Education
   - C. Vocational Agriculture
   - D. Fine Arts
   - E. Practical Arts and Vocational Education
   - F. Home Economics
   - G. College Prep. Math/Science
   - H. College Prep. English/Social Studies
   - I. College Prep. General Program
   - J. College Prep. Foreign language
   - K. Combination of two or more of A-I
   - L. Not sure

8. How sure am I my present course of study is what I want?
   - A. Very sure; it is exactly what I want
   - B. Somewhat sure; I think it is what I want
   - C. Doubtful; I am not too sure it is what I want
   - D. I am in the wrong course of study

9. To complete my course of study I need help:
   - A. Acquiring study skills
   - B. Completing course assignments
   - C. Earning satisfactory grades
   - D. Maintaining satisfactory citizenship ratings
   - E. No help needed at this time
   - F. Other

10. I chose my course of study because:
    - A. It was consistent with my interests
    - B. It was consistent with my abilities
    - C. Both A and B
    - D. Neither A or B

Proceed to Part II

EDUCATORS ASSISTANCE INSTITUTE
DIVISION OF MECHANICS RESEARCH, INC.
Los Angeles, California, Albuquerque, New Mexico, Tacoma, Washington, Washington D.C., Huntsville, Alabama, Dayton, Ohio

PART II

11. Based upon the facts I have now, my plans for the future are:
    - A. No definite plans right now
    - B. To go right to work with no further education
    - C. To graduate from high school and go right to work with no further education
    - D. To graduate from high school and become a housewife
    - E. To graduate from high school and work for a company which will train me on the job or send me to school
    - F. To graduate, then enter military service and go to school there
    - G. To enter military service and go to school after I get out
    - H. Attend a private technical, trade, business or beautician school
    - I. To take some junior college or adult education courses
    - J. To complete a junior college program (degree or certificate)
    - K. Go to a junior college and then transfer to a four-year college
    - L. Go right to a four-year college or university

12. Please note my need at this time for help with educational planning.
    - A. Need considerable help
    - B. Could use additional help
    - C. Plans are pretty clear and do not need additional help at this time

13. My parents agree with my educational plans
    - A. Yes
    - B. No
    - C. Uncertain

14. Please note my need at this time for help with career planning
    - A. Need considerable help
    - B. Could use additional help
    - C. Plans are pretty clear and do not need additional help at this time

15. My parents agree with my career plans
    - A. Yes
    - B. No
    - C. Uncertain

16. I need the most help with:
    - A. Tests that will help me with my career plans and decisions
    - B. High school course selection
    - C. Personal problems
    - D. Jobs or occupations after high school
    - E. College or college plans
    - F. No help needed at this time.
    - G. Other

17. In planning my career, I need the most help with:
    - A. Training requirements
    - B. Salaries and pay scales
    - C. Work and social roles
    - D. Job skills and behaviors
    - E. Job trends and opportunities
    - F. All of the above
    - G. No help needed at this time.
    - H. Other

18. I am most interested in
    - A. Outdoor work
    - B. Mechanical work
    - C. Working with numbers
    - D. Scientific work
    - E. Work with my hands
    - F. Sales work, advertising, public relations
    - G. Work that uses my artistic ability
    - H. Work that involves reading and writing
    - I. Work that uses my musical ability
    - J. Work in which I am of direct service to other people
    - K. Secretarial or clerical type of work

19. If I had a choice of one of these kinds of jobs, I would choose a job where:
    - A. I could be a leader
    - B. I would be looked upon highly by my fellow man
    - C. I could be boss
    - D. I would be absolutely sure of keeping my position
    - E. I could express my feelings, ideas, talents, or skills
    - F. I was highly paid
    - G. I could make a name for myself or become famous
    - H. I could help other prople
    - I. I could work more or less on my own
    - J. I could work for a leader

Proceed to Part III

PART III

20. At this time my first choice of a career for which I have the necessary ability and a good chance for success after graduation from high school or college is in:

    A. Professional-technical occupations (engineers, doctors, teachers, etc.)
    B. Clerical-sales occupations (secretaries, salesman, clerks, etc.)
    C. Service occupations (policemen, beauty operators, cooks, etc.)
    D. Agriculture, fishing, forestry occupations (farmers, foresters, etc.)
    E. Processing occupations (workers in oil, steel, plastic, leather, wood, etc.)
    F. Machine trade occupations (machinist, printers, mechanics, cabinetmakers, etc.)
    G. Bench work occupation (T.V. repairmen, electronics assembly, watch repair, etc.)
    H. Structural work occupations (welders, painters, electricians, grinding, etc.)
    I. Miscellaneous occupations (truckers, warehousemen, photographers, actors, miners, etc.)

21. I am progressing toward my career goals by:
    A. Enrolling in exploratory career courses
    B. Enrolling in advanced career courses
    C. Occasionally holding part-time jobs related to my career goals
    D. Enrolling in supervised Work Experience Program related to my career goals
    E. No progress to date
    F. Does not apply (no definite career goal at this time)

22. My strongest work skills are:
    A. Using special tools and machines
    B. Following directions
    C. Getting along with people
    D. Using data (words and numbers)
    E. Completing assigned tasks on time
    F. Two or more of these
    G. Other

23. I have a physical handicap that may limit my career plans.
    A. Yes
    B. No
    C. Uncertain

24. From the three jobs and majors groups –

    Group I: Entry jobs
    Group II: Junior College Majors
    Group III: Academic Majors

    –select one, job or major, as a first choice. Mark in the 3-digit number in the appropriate spaces on the answer card.

25. From the three job and majors groups –

    Group I: Entry Jobs
    Group II: Junior College Majors
    Group III: Academic Majors

    –select one, job or major, as a second choice. Mark in the 3-digit number in the appropriate spaces on the answer card.

Items 26-30 may be used for optional questions formulated by the district or selected from an optional list provided with the survey to derive information concerning guidance, extra curricular activities, or curriculum.

26.	A	B	C	D	E
27.	A	B	C	D	E
28.	A	B	C	D	E
29.	A	B	C	D	E
30.	A	B	C	D	E

Proceed to Part IV

PART IV

Job or Academic Major

GROUP I — ENTRY JOBS

AGRICULTURE-FORESTRY
001 Animal Keeper
002 Dairy Farm Hand
003 Egg Ranch Manager
004 Florist Designer
005 Forestry Aid
006 Groundsman - Gardner
007 Poultry Farm Hand
008 Tuna Fisherman
009 Veterinary Attendant

BUSINESS & COMMERCE
010 Airline Ticket & Res. Agt.
011 Bank Clerk
012 Bank Teller
013 Bookkeeping Mach. Oper.
014 Calculating Mach. Oper.
015 Cashier
016 Clerk-Typist
017 Duplicating Mach. Oper.
018 File Clerk
019 Food Clerk
020 Garment Cutter
021 Insurance Agent
022 Key-Punch Operator
023 Mail Carrier
024 Messenger
025 Office Clerk
026 PBX
027 Post Office Clerk
028 Receptionist
029 Sales Clerk, Dept. Store
030 Sales Clerk, Variety Store
031 Shipp. & Rec. Clerk
032 Stenographer
033 Stock Clerk
034 Tabulating Mach. Oper.
035 Telephone Operator
036 Tool Crib Attendant
037 Travel Rate Clerk

HEALTH SERVICES
038 Admitting Clerk, Hospital
039 Dental Assistant
040 Maid, Ward (Hospital)
041 Medical Assistant
042 Medical Laboratory Ass't
043 Nurse Aide
044 Orderly, Hospital
045 Orderly Surgical
046 Pharmacy Helper
047 Ward Clerk

PUBLIC SERVICES
048 Air Cond. & Refrig. Mech.
049 Airline Stewardess
050 Ambulance Driver
051 Assembler, Electronics
052 Assembler, Metal Bonding Aerospace
053 Assembler, Struct. Aero.
054 Auto Body Repair, Appren.
055 Auto Mech. Apprentice
056 Bellman
057 Box Boy
058 Bricklayer Apprentice
059 Bus Boy
060 Bus Driver (Commer.)
061 Bus Driver (School)
062 Cabinetmaker
063 Cable Splicer
064 Carpenter
065 Civil Service Apprentice
066 Countergirl, Dry Cleaning
067 Custodian
068 Dairy Routeman
069 Dishwasher
070 Driver Salesman (Route)
071 Fireman
072 Floor Cover. Installer
073 Front Office Clk (Hotel)
074 Kitchen Helper
075 Laundry Worker
076 Lifeguard, Beach
077 Local Truck Driver
078 Meter Reader
079 Newspaper Reporter
080 Park. Lot Attendant
081 Pest Control Worker
082 Photographer
083 Presser, Apparel
084 Recreation Worker
085 Serv. Sta. Attendant
086 Swim. Instructor
087 Taxicab Driver
088 Travel Agent
089 Truck Driver, Long
090 Waiter, Waitress

VOCATIONAL-TECHNICAL TRADE & TECHNICAL
091 Appliance Serv. (small)
092 Auto Parts Man
093 Baker
094 Bindery Worker
095 Coin Mach. Mechanic
096 Cook-Chef
097 Darkroom Technician
098 Displayman
099 Draftsman
100 Electrician Apprentice
101 Engineering Aide
102 Furniture Upholster
103 Garment Cutter
104 Glazier
105 Laborer, General
106 Lineman Apprentice
107 Lithographic Camera.
108 Lithographic (Offset) Pressman
109 Locksmith
110 Machinist
111 Maint. Mechanic
112 Model
113 Molders & Coremakers
114 Nursery Worker
115 Office Mach. Service.
116 Operating Engr.
117 Painter, Construction
118 Patternmaker-Apparel
119 Patternmaker-Plasterer Plastic Aerospace
120 Plasterer
121 Plumber Apprentice
122 Power Truck Oper. Fork Lift
123 Radio TV Serviceman
124 Roofer
125 Sewing Mach. Oper.
126 Sheet Metal Worker
127 Rod and Chainman
128 Shop Learner
129 Sign Painter
130 Sm. Appl. Repairman
131 Telephone Frameman
132 Teletype Operator
133 Tire Serviceman
134 Tire Vulcanizer
135 Tool & Die Maker Apprentice
136 Warehouseman
137 Welder
138 Auto New Car Get-Ready Man
139 Other

GROUP II — JUNIOR COLLEGE MAJORS

AGRICULTURE FORESTRY
201 Agri. Mgt.
202 Agri. Engr.
203 Agri. Bus.
204 Agronomy
205 Animal Husbandry
206 Dairy, Prod. & Mfg.
207 Horticulture
208 Forestry
209 Gen. Agri.
210 Poultry Husbandry
211 Veg. & Field Crops

APPLIED & GRAPHIC ARTS
212 Adv. & Com. Art
213 Broadcast-Tele.
214 Fine Arts
215 Interior Design
216 Journalism
217 Music
218 Photography
219 Graphic Arts (print)
220 Tech. Writing & Illustration
221 Theater Arts
222 Costume Design

BUS. & COMMERCE
223 Acc't. & Bkpg.
224 Advertising
225 Airline Steward.
226 Data Proc. & Bus. Machines
227 Gen. Bus. Mgt.
228 General Clerical
229 Home Ec. in Bus.
230 Indus. Mgt.
231 Insurance
232 PBX Tele. Switchboard Operator
233 Purchasing
234 Real Estate
235 Retail Merchan.
236 Sales
237 Secretarial & Steno
238 Traffic & Transp.

TRADE & TECHNICAL
239 Aeron. Drafting
240 Aeron, Airline Pilot
241 Air Con. Engr.
242 All-around Machinist
243 Auto & Diesel
244 Baker
245 Build. Constr.
246 Civic & Const. Engr. Aide
247 Communications
248 Drafting
249 Elect. Tech.
250 Elec. Mech. Tech.
251 Electronics Tech.
252 Engr. Aide
253 Food Prep. & Serv.
254 Indus. Technician
255 Instrumentation
256 Lab Assisting
257 Mech. Technician
258 Radio & TV Repair
259 Sheet Metal
260 Tool & Die
261 Wood & Oxy. Curr.

HEALTH SERVICES
282 Dental Assistant
283 Dental Technician
284 Dietition Aide
285 Licensed Vocational Nurse
286 Medical Ass't.
287 Medical Record Librarian
288 Med. Technician
289 Med. X-ray Tech.
290 Reg. Prof. Nurse

PUBLIC SERVICE
271 Cosmetology
272 Custod. Engr.
273 Fire Science
274 Law Enforcement
275 Library Assistant
276 Nursery School
277 Recreation Leader
278 Culinary Arts
279 Ldry & Dry Clean.
280 Other

GROUP III — ACADEMIC MAJORS

AGRICULTURE
601 Agri. Bus. & Indus.
602 Agri. Eng. & Irrig.
603 Agri. Inspection
604 Agri. Mechanics
605 Animal Science
606 Horticulture
607 Plant Science
608 Soil Science
609 Vet. Medicine
610 Forestry

APPLIED ARTS
611 Applied Music
612 Architecture
613 Comm. Art
614 Dramatic Arts
615 Indus. Arts
616 Indus. Design
617 Interior Design
618 Journalism
619 Landscape Architect
620 Motion Pictures
621 Photography
622 Radio-Television

BUSINESS ADM.
623 Accounting
624 Advertising
625 Bus. Econ.& Stat.
626 Finance
627 Indus. Relations-Personnel Mgt.
628 Insurance
629 Management
630 Marketing
631 Office Adm.
632 Quantitative Methods
633 Real Estate
634 Transportation

ENGINEERING
635 Aeronautics &Astro.
636 Chemical Engineer.
637 Civil Engineering
638 Computer Science
639 Electrical Engr.
640 General Engr.
641 Indus. Engr.
642 Marine Eng. & Nautical Science
643 Materials Science
644 Mech. Engr.
645 Naval Architecture
646 Nuclear Engr.
647 Prod. Technology

HEALTH SERVICES
648 Dental Hygiene
649 Dentistry
650 Dietetics
651 Med. Technology
652 Medicine
653 Nursing
654 Occupa. Therapy
655 Optometry
656 Pharmacy
657 Physical Therapy
658 Public Health
659 Speech & Hearing Therapy
660 Medical Sciences

PUBLIC SERVICES
661 Criminology
662 Health & Phys. Ed.
663 Home Economics
664 Law
665 Librarianship
666 Public Adm.
667 Recreation
668 Social Welfare

SCIENCES
670 Botony
671 Zoology
672 Astronomy
673 Chemistry
674 Mathematics
675 Physics
676 Statistics
677 Geology
678 Geophysics
679 Meterology
680 Mineral Engr.
681 Petrol. Engr.
682 Oceanography

SOCIAL SCIENCE
683 Anthropology
684 Economics
685 Geography
686 History
687 Political Sc.
688 Psychology
689 Sociology

HUMANITIES
690 Art
691 Dance
692 Drama
693 Eng. & Lit.
694 Lang. Arts
695 Music
696 Philosophy
697 Religion
698 Speech

FOREIGN LANGUAGE
699 African Studies
700 Amer. Studies
701 Classic Studies
702 Germanic Stud.
703 Indo-European Studies
704 Latin Amer Stud.
705 Near East Stud.
706 Oriental Stud.
707 Romance Stud.
708 Slavic Studies
709 Linguistic
710 Other

SUGGESTED MATERIALS FOR BUILDING A CAREER DEVELOPMENT CENTER

Materials for Counselors' Use

Name & Use	Cost	Order From
American Trade Schools Directory	$ 12.00	Croner Publications 211-05 Jamaica Avenue Queens Village, N.Y. 11428
Calif. State Occupational Guides These Guides are a good reference source. Order at least two sets--one to set up in loose-leaf binders and the other in the career file	FREE	Calif. Occupational Guides Research & Statistics Section Human Resources Developement 800 Capitol Mall Sacramento, California 95814
Career Center Information	4.95	Stan Ostrom 1953 Colleen Drive Los Altos, California
College Blue Book 3 Volumes	67.00	The College Blue Book P.O. Box 76327 Sanford Station Los Angeles, California 90005
Counselor's Guide to Manpower Information	1.00	U.S. Department of Labor U.S. Government Printing Office Washington, D.C. 20402
Counselor's Information Service	7.00	B'Nai B'rith Vocational Service 1640 Rhode Island Avenue, N.W. Washington, D.C. 20036
Dictionary of Occupational Titles Total Set, 3 volumes	12.00	U.S. Government Printing Office 450 Golden Gate Avenue San Francisco, California 94102
Educators Guide to Free Guidance Materials	8.75	Educators Progress Service Inc. Randolph, Wisconsin 53936
Federal Government Publications (Miscellaneous)	FREE	U.S. Government Printing Office 450 Golden Gate Avenue San Francisco, California 94107
Films and Filmstrips for Educational Career Planning by John Barr		Santa Clara County Office of Education San Jose, California

Name & Use	Cost	Order From
1969 NVGA Bibliography of Current Career Information	$ 2.00	American Personnel & Guidance Assoc. 1607 New Hampshire Avenue, N.W. Washington, D.C. 20009
Occupational Outlook Handbook	6.50	U.S. Government Printing Office 450 Golden Gate Avenue San Francisco, California 94102
Occupational Outlook Quarterly	6.25	U.S. Government Printing Office Washington D.C. 20402
Occupational Outlook for College Graduates (College students guide to Careers)	2.00	U.S. Government Printing Office 450 Golden Gate Avenue San Francisco, California 94102

Career Books and Manuals for Students Use

Name & Use	Cost	Order From
Career Booklets (set of 200 different career pamphlets)	$ 5.00 per set	Career Information Service New York Life Insurance Co. Box 51, Madison Square Station New York, N.Y. 10010
"Careers In-Depth" & "Aim High Vocational Guidance" Series	3.99	Richard Rosen Press 29 East 21st Street New York, N.Y. 10010
Career Opportunities for Technicians	8.95 ea. or 35.85/set	J.G. Ferguson Publishing 6 No. Michigan Avenue Chicago, Illinois 60602
Choosing Your Career Learning Program Series Grades 10-12	1.50 ea.	Coronet Films 65 E. South Water Street Chicago, Illinois 60601
Encyclopedia of Careers and Vocational Guidance (2 Volumes)	21.65	J. G. Ferguson Publishing 6 No. Michigan Avenue Chicago, Illinois 60602
Messner Career Books 45 Titles	3.64 ea.	Julian Messner 1 West 39th Street New York, N.Y. 10018
State Occupational Guides Mini-Guides	FREE	State of California Department of Human Resources Develop. 800 Capitol Mall Sacramento, California 95814

Name & Use	Cost	Order From
Vocational Guidance Manuals Have 61 Manuals regarding Careers (i.c. Acting, Hotel Industry, Public Relations, etc.)	$ 1.95 ea.	Vocational Guidance Manuals 235 East 45th Street New York, N.Y. 10017
"World of Work", "Occupations and Careers", Your Job & Your Future" and "What Job For Me"	Price Varies	McGraw-Hill Book Company 8171 Redwood Highway Novato, California 94947

Assessment Materials & Tests

Name & Use	Cost	Order From
Kuder (General Interest Survey) (Works Well With Occupational Exploration Kit, Also by SRA.)		Science Research Associates 259 East Erie Street Chicago, Illinois 60611
Ohio Vocational Interest Survey (OVIS) (only disadvantage is scoring time usually two weeks turn around.)	.60 to machine score	Harcourt, Brace & World, Inc. New York
Pictorial Inventory of Career (PIC) (unique nonverbal interest test based on 20 occupational clusters derived from community college programs).		(Further information may be obtained by contacting Tom Kosuth) 13461 Elizabeth Way Tustin, California 92680
General Aptitude Test Battery (GATB) (excellent counseling tool and has extensive occupations lists which a student can scan based on his aptitude scores.)		U.S. Department of Labor Washington, D.C. Local Source: Human Resources and Development Department
Self Appraisal and Assessment Structure (SAAS)	Admin. Manual .60 ea. Student Instr. Booklets .35 ea. Student Answer Booklets .25 ea.	Mr. Stan Ostrom 1953 Colleen Drive Los Altos, California

Career Kits and Games

Name & Use	Cost	Order From
Career Desk Top Kit both senior & junior high school kits avail.	$ 125.00	Careers, Inc. P.O. Box 135 Largo, Florida 33540
Career Folios Folios are grouped into 10 career clusters	7.95/set	Harcourt, Brace Jouanich, Inc. Polk & Geary San Francisco, California
Career Information Kit	215.00/set	Science Research Assoc. 259 E. Erie Street Chicago, Illinois
Career Games can be played individually without teacher assistance	74.00	Educational Progress Corp. 8538 East 41st Street Tulsa, Oklahoma 74145
Life Career Game excellent but requires several weeks to complete and is rather complicated	6.00	Dr. Barbara Varenhorst Palo Alto Unified Sch. Dist. 25 Churchill Avenue Palo Alto, California 94303
Chronicle College VIEW Deck excellent college scan with viewer included	154.00	DuKane/Chronicle Guidance 3611 La Colnene Way Los Alamitos, California 90720
Chronicle Occupational Briefs 3 volume set, similar to state occupational guide format	99.50	(Same as Above)
Job Experience Kits grades 8-12, 20 career experiences are available	130.00/Kit	Science Research Assoc. 259 E. Erie Street Chicago, Illinois 60611
Job Family Series (included in OEK)	20.00	(Same as Above)
Occupational Exploration Kit (O.E.K.) contains scanning device, occupational briefs, and Job Family Series. Job-O	107.50	Mr. Arthur Cutler Carlmout High School Guidance Department Belmont, California

FILMS (16mm & 8mm)

Aims Vocational Guidance "Are you Ready for a Job" "It's Your Future"	125.00 150.00	Aims Instructional Media Services, Inc. P.O. Box 1010 Hollywood, California 90028

FILMS (continued)

Name & Use	Cost	Order From
Career Planning Series (use with SAAS)		
"What's Your Bag"	$ 125.00	Stan Ostrom
"Do Your Own Thing in the Mechanical Field"	125.00	1953 Colleen Drive Los Altos, California
"People in the Social Services"	125.00	
"The Name of the Game is Sales"	125.00	
Careers in the 70's Doubleday Voc. Guidance Series		Doubleday Multimedia
"Making a Choice"	104.00	1371 Reynolds Avenue
"Mechanical"	"	Santa Ana, California
"Health Services"	"	
"Clerical"	"	
"Sales"	"	
"Services General"	"	
"Leisure Industries"	"	
"Construction"	"	
"Technicians"	"	
"Communications"	"	
"Education"	"	
"Government Services"	"	
"Agri-Business"	"	
World of Work Series		
"Business Machines Operations"	90.00	Sterling Educational Films
"Jobs in Drafting"	90.00	241 East 34th Street
"Jobs in Automotive"	135.00	New York, New York 10016
"Jobs in Baking Industry"	90.00	
"Jobs in Small & Major Electrical Appliances"	90.00	
"Job Opportunities in Hotels & Motels	135.00	
"Your Job" Series		
6 films on finding jobs and importance of a job attitude	195.00	Coronet Films 65 E. South Water Street Chicago, Illinois 60601

FILMSTRIPS (Sound) CASSETTES

"Aviation Where Careers are Bright" 2 parts, and material presented is excellent.	total 20.00/set	National Aerospace Counsel Suite 310 806 15th Street N.W. Washington, D.C. 20005
Bomar Series		
A Direction For Tomarrow:		
"Compassion for People" (Health Services)	65.00/set	Bomar 622 Rodier Drive
"The Nations Builders" (Construction)	"	Glendale, California 91201

FILMSTRIPS (continued)

Name & Use	Cost	Order From
Bomar Series (cont.)		
"The Age of Electronics"	$ 65.00/set	Bomar 622 Rodier Drive Glendale, California 91201
"Man Has Wings" (Civil Aviation)	"	
"Cabbage to Kings" (Retailing)	"	
"The Money Tree" (Banking & Finance)	"	
"Jobs For the Now Generation"	"	
Educational Dimension Career Series		
"Careers in Fine Arts"	17.50	Educational Dimensions Corp. Box 146 Great Neck, New York 11023
"Art Careers In Advertising"	17.50	
"Careers in Television"	17.50	
"Careers in Photography"	17.50	
"Careers in Illustration"	17.50	
"Writing Careers in Advertising"	17.50	
"Careers in Film Making"	35.00	
"Careers in Fashion Design"	17.50	
"Careers in Graphic Arts" (excellent quality)	35.00	
Guidance Associates Series		
(partial listing)		
"If you're not going to College"	37.00	Guidance Associates Pleasantville, New York 10570
"New Look at Home Economics"		
"Your Future in Elementary Education"	20.00	
"Preparing for Jobs in the 70's"	39.00	
"Your Job Interview"	39.00	
"Vocations: Medical Careers" 5 series of 10 filmstrips each	110.00/set	Aims Instructional Media Services Inc. P.O. Box 1010 Hollywood, California 90028
Job Opportunities Now (Set of 6)		
"Requirements in the World of Jobs"	55.50/set	Singer Educational & Training Products 1345 Diversey Parkway Chicago, Illinois 60614
"Job Opportunities in a Restaurant"		
"Job Opportunities in a Hospital"		
"Job Opportunities in a Department Store"		
"Job Opportunities in a Supermarket"		
"Achieving Success in the World of Jobs"		
Vocational Decisions (Set of 3)		
"An Introduction to Vocation"	32.50/set	Singer (same as above)
"The World of Work"		
"Counseling in Vocational Decisions"		

CAREER TAPES

Career Development Laboratory (60 taped interviews on cassettes) (excellent)	210.00/set	Educational Progress Corp. 8538 East 41st Street Tulsa, Oklahoma 74145

CAREER CENTER EQUIPMENT

	Name & Use	Cost	Order From
I.	Microfilm Readers - specify a 15x lens to use with VIEW microfilm aperture cards	$ 190.00	Bell & Howell Photo & Sound 116 Natoma San Francisco, California
	Bell & Howell Reader		
	Dietzen Filmcard Reader #4305-15 DuKane Model #576-90	216.00	DuKane/Chronicle Guidance 3611 LaColnene Way Los Alamitos, California 90720
II.	Microfilm Reader Printers 3M "400" Reader-Printer	1,480.00	3M Business Products Sales Inc. 3407 West 6th Street - Suite 100 Los Angeles, California 90005
III.	Super 8 Sound Movie Projector Fairchild Seventy 31 mini-console	425.00	Fairchild Camera & Instrument Corp. Industrial Products Division 75 Mall Drive Lommack, New York 11725
IV.	Sound Filmstrip Projectors DuKane A-U matic Sound Filmstrip Projectors (for cassette use)	275.00	DuKand/Chronicle Guidance 3611 LaColnene Way Los Alamitos, California 90720
	Graflex Auto-Vance Study Mate Cassette Load (most student-proof model presently on market)	120.00	Singer Ed. & Training Products Society for Visual Ed. Inc. 1345 Diversey Parkway Chicago, Illinois 60614
V.	Cassette Tape Recorders Wollensak 2550 Tape Recorder with slide sound sincrinization unit.	290.00	Photo & Sound Co. 870 Monterey Pass Road Monterey Park, California 91754
	Portable Cassette Tape Recorder Sharp Model RD403	42.50	Instructional Materials & Equipment Distributors 1520 Cotner Avenue Los Angeles, California 90025

SOURCES OF OCCUPATIONAL INFORMATION

By writing to the sources in this section, a school can receive free career materials which can be utilized in developing an up-to-date Career Information File.

Accounting Careers Council
National Distribution Center
P.O. Box 650, Radio City Station
New York, New York 10019

Accoustical Society of America
335 East 35th Street
New York, New York 10017

Administrative Research Assn.
Box 3, Deerfield, Illinois 60015

Advertising Federation of America
655 Madison Avenue
New York, New York 10022

Advertising Education Publications
3429 55th Street
Lubbock, Texas 79413

Aerospace Industries
1725 Desales Street NW
Washington, D.C. 20036

Agency for International Development
Washington, D.C. 20523

Agricultural Research Service
U.S. Department of Agriculture
Hyattsville, Maryland 20782

Air Conditioning Institute
1815 N. Fort Myer Drive
Arlington, Virginia 22209

Air Line Pilots Assn. Int.
1329 E. Street N.W.
Washington, D.C. 20004

Airline Stewards & Stewardess Assn.
55th & Cicero Avenue
Chicago, Illinois 60638

Air Line Dispatchers' Assn.
929 West Broad Street
Falls Church, Virginia 22130

Air Transport Assn. of American
1000 Connecticut Avenue
Washington, D.C. 20036

Alliance of Ind. Telephone Unions
1422 Chestnut Street
Philadelphia, Pennsylvania 19102

Allis-Chalmers
Milwaukee, Wisconsin 53200

American Advertising Federation
1225 Connecticut Ave. N.W.
Washington, D.C. 20036

Alumnae Advisory Center, Inc.
541 Madison Avenue
New York, New York 10022

American Accounting Assn.
School of Commerce
University of Wisconsin
Madison, Wisconsin 53700

Amalgamated Meat Cutters and Butcher
Workmen of North America
2800 N. Sheridan Road
Chicago, Illinois 60657

American Anthropological Assn.
3700 Massachusetts Avenue N.W.
Washington, D.C. 20036

American Assn. for Health
Physical Ed. and Recreation
1201 16th Street N.W.
Washington, D.C. 20036

American Assn. of Medical Record
Librarians
211 E. Chicago Avenue
Chicago, Illinois 60611

American Assn. of Nurserymen
835 Southern Building
Washington, D.C. 20005

American Animal Hospital Assn.
3920 E. Jackson Blvd.
Elkhart, Indiana 46514

American Assn. of Petroleum Geolog.
P.O. Box 979
Tulsa, Oklahoma 74101

American Astronomical Society
Mr. H.M. Gurin, Executive Officer
211 FitzRandolph Road
Princeton, New Jersey 08405

American Bakers Assn.
Suite 650
1700 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

American Bar Assn.
Information Service
1155 E. 60th Street
Chicago, Illinois 60637

American Board of Funeral Service Ed.
201 Columbia Street
Fairmont, West Virginia 26554

American Board of Opticianry
821 Eggert Road
Buffalo, New York 14266

American Camping Assn.
Bradford Woods
Martinsville, Indiana 46151

American Ceramic Society
4055 North High Street
Columbus, Ohio 43214

American Chemical Society
1155 16th Street N.W.
Washington, D.C. 20036

American College of Hospital Admin.
840 North Lake Shore Drive
Chicago, Illinois 60611

American College of Physicians
4200 Pine Street
Philadelphia, Pa. 19104

American College of Surgeons
55 E. Erie Street
Chicago, Illinois 60611

American Congress of Surveying and Mapping
Woodward Building
Washington, D.C. 20005

American Council on Pharmaceutical Ed.
77 West Washington Street
Chicago, Illinois 60602

American Council on Ed. for Journalism
Ernie Pyle Hall
Bloomington, Indiana 47405

American Dental Assistants Assn.
211 East Chicago Avenue
Chicago, Illinois 60611

American Dental Hygenists Assn.
American Dental Assn. Council on Dental Education
211 E. Chicago Avenue
Chicago, Illinois 60611

American Dietetic Assn.
620 N. Michigan Avenue
Chicago, Illinois 60611

American Economis Assn.
Northwestern University
629 Noyes Street
Evanston, Illinois 60201

American Electroplaters Society, Inc.
56 Melmore Gardens
East Orange, New Jersey 07017

American Forestry Assn.
Chief Forester's Office
919 17th Street, N.W.
Washington, D.C. 20006

Amer. Federation of Information Processing Societies
210 Summit Avenue
Montvale, New Jersey 17645

American Federation of Labor and Congress of Industrial Organ.
Building and Construction Trades Dept.
815 16th Street, N.W.
Washington, D.C. 20006

American Federation of Musicians (AFL-CIO)
641 Lexington Avenue
N.Y., N.Y. 10022

American Federation of Teachers
Order Department
1012 14th Street N.W.
Washington, D.C. 20005

American Federation of Tech. Engineers
1126 16th Street N.W.
Washington, D.C. 20036

American Fisheries Society
1040 Washington Boulvard
15th Street and New York Ave. N.W.
Washington, D.C. 20005

American Forest Institute
1835 K Street N.W.
Washington, D.C. 20006

American Gas Assn., Inc.
605 Third Avenue
New York, New York 10016

American Geological Institute
1444 N. Street N.W.
Washington, D.C. 20005

American Geophysical Union
1145 Nineteenth Street N.W.
Washington, D.C. 20063

American Guild of Musical Artists
1841 Broadway
New York, New York 10023

American Guild of Organists
630 Fifth Avenue
New York, New York 10020

American Hearing Society
919 18th Street N.W.
Washington, D.C. 20009

American Historical Society
400 A Street S.E.
Washington, D.C. 20003

American Hospital Assn.
840 N. Lake Shore Drive
Chicago, Illinois 60611

American Hotel and Motel Assn.
888 Seventh Street
New York, New York 10019

American Industrial Arts Assn.
1210 Sixteenth Street N.W.
Washington, D.C. 20036

American Institute of Aeronautics
and Astronautics, Inc.
1290 Avenue of the Americas
New York, New York 10019

American Institute of Architects
1735 New York Ave. N.W.
Washington, D.C. 20006

American Institute of Biological Sciences
3900 Wisconsin Avenue N.W.
Washington, D.C. 20016

American Institute of Certified Public
Accountants
666 Fifth Avenue
New York, New York 10019

American Institute of Chemical Eng.
345 E. 47th Street
New York, New York 10017

American Institute for Design and Drafting
305 S. Andrews Avenue, Suite 610
Fort Lauderdale, Florida 33301

American Institute of Planners
917 15th Street N.W.
Washington, D.C. 20005

American Legion Ed. and Scholar. Program
Americanism Division
Indianapolis, Indiana 46206

American Library Assn.
Office for Recruitment
50 E. Huron Street
Chicago, Illinois 60611

The American Model Festival
P.O. Box 100
Croton-on-Hudson, New York 10520

American Management Assn.
135 W. 50th Street
New York, New York 10020

American Mathematical Society
P.O. Box 6248
Providence, Rhode Island 02904

American Marketing Assn.
230 N. Michigan Avenue
Chicago, Illinois 60601

American Meat Institute
59 E. Van Buren Street
Chicago, Illinois 60605

American Meteorological Society
45 Beacon Street
Boston, Massachusetts 02108

American Medical Women's Assn. Inc.
1790 Broadway
New York, New York

American Medical Assn.
535 N. Dearborn Street
Chicago, Illinois 60610
American National Red Cross
Washington, D.C. 20006

American Newspaper Guild
Research Dept.
1126 16th Street N.W.
Washington, D.C. 20036

American National Red Cross
Washington, D.C. 20006

American Newspaper Publishers Assn.
750 Third Avenue
New York, New York 10017

American Occupational Therapy Assn.
251 Park Avenue South
N.Y., N.Y. 10010

American Optometric Assn.
7000 Chippewa Street
St. Louis, Missouri 63119

American Osteopathic Assn.
312 E. Ohio Street
Chicago, Illinois 60611

American Petroleum Institute
1801 K. Street, N.W.
Washington, D.C. 20006

American Physical Therapy Assn.
1740 Broadway
N.Y., N.Y. 10019

American Photoplatemakers Assn.
166 W. Van Buren Street
Chicago, Illinois 60604

American Physiological Society
9650 Wisconsin Ave.
Washington, D.C. 20014

American Phychological Assn.
1200 17th Street N.W.
Washington, D.C. 20036

American Society for Horticulture Science
P.O. Box 109
St. Joseph, Michigan 49085

American Society of Agronomy
677 Segoe Road
Madison, Wisconsin 53700

American Society of Civil Engineers
Institute of Elec. and Elec. Engineers
American Institute of Industrial Eng.
American Society of Mechanical Eng.
The Metallurgincal Society of the American
Institute of Mining
Society of Mining Engineers each of these at:
345 East 47th Street
N.Y., N.Y. 10017

American School Counselor Association
1605 New Hampshire Avenue N.W.
Washington, D.C. 20009

American Society of Agriculture Engineers
P.O. Box 229
Joseph, Michigan 49085

American Society of Heating, Refrigerating
and Air Conditioning
345 East 47th Street
N.Y., N.Y. 10017

American Society of Landscape Architects, Inc.
2013 I. Street N.W.
Washington, D.C. 20006

American Society for Metals
Metals Park, Ohio 44073

American Society of Radiologic Technologist
537 South Main Street
Fond du Lac, Wisconsin 54935

American Society of Photogrametry
105 North Virginia Avenue
Falls Church, Virginia 22046

American Society of Range Management
P.O. Box 5041
Portland, Oregon 97200

American Statistical Assn.
806 15th Street N.W. #640
Washington, D.C. 20005

American Society for Microbiology
1913 Eye Street N.W.
Washington, D.C. 20006

Amer. Society of Limnology and Oceanography
W.K. Kellogg Biological Station
Michigan State University
Hickory Corners, Michigan 49060

American Speech and Hearing Assn.
9030 Old Georgetown Road
Washington, D.C. 20014

American Trucking Assn., Inc.
1616 p St. N.W.
Washington, D.C. 20036

American Textile Manufacturing Institute, Inc.
1501 Johnston Building
Charlotte, North Carolina 28200

American Veterinary Medical Assn.
600 S. Michigan Avenue
Chicago, Illinois 60605

American Watchmakers Institute
P.O. Box 11011
Cincinnati, Ohio 45211

American Welding Society
345 East 47th Street
N.Y., N.Y. 10017

American Assn. of Nurse Anesthetists
Suite 3010 Prudential Plaza
Chicago, Illinois 60601

American Society for Pharmacology and
Experimental Therapeutics, Inc.
9650 Rockville Pike
Bethesda, Md. 20014

American Iron and Steel Institute
150 East 42nd Street
N.Y., N.Y. 10017

American Apparel Manufacturing Assn., Inc.
2000 K. St. N.W.
Washington, D.C. 20006

American Petroleum Institute
1271 Avenue of the Americas
N.Y., N.Y. 10020

American Society of Oceanography
854 Main Building
Houston, Texas 77002

American Public Health Assn.
1790 Broadway
N.Y., N.Y. 10019

Amer. Registry for Radiologic Tech.
2600 Wayzata Blvd.
Minneapolis, Minn. 55405

American Medical Technologists Society
Suite 1600 Hermann Professional Building
Houston, Texas 77025

American Medical Technologists
710 Higgins Road
Park Ridge, Illinois 60068

American Chiropractic Assn.
American Building
2200 Grand Avenue, P.O. Box 1535
Des Moines, Iowa 50306

American Podiatry Assn.
Attn: Career Guidance Section
Chevy Chase Circle N.W.
Washington, D.C. 20015

American Pharmaceutical Assn.
2215 Constitution Avenue, N.W.
Washington, D.C. 20037

American and National Professional Baseball
Clubs
Public Relations Dept.
200 S. Michigan Ave.
Chicago, Illinois 60611

American Federation of Technical Engineers
1126 16th St. N.W.
Washington, D.C. 20036

American Rehabilitation Counseling Assn.
1607 New Hampshire Ave. N.W.
Washington, D.C. 20009

American Society for Personnel Admin.
52 East Bride St.
Berea, Ohio 44017

Amer. Assoc. of Advertising Agencies
200 Park Ave.
N.Y., N.Y. 10017

American Banker's Assoc., Personnel
Administration and Management Develop.
90 Park Ave.
N.Y., N.Y. 10016

American Paper Institute
260 Madison Ave.
N.Y., N.Y. 10016

Arizona State Employment Service
Phoenix, Arizona 85000

Apprenticeship Committee
Nat'l Assoc. of Plumbing-Heating-
Cooling Contractors
1016 20th St. N.W.
Washington, D.C. 20036

Assoc. General Contractors of America, Inc.
1957 E. St. N.W.
Washington, D.C. 20036

Assoc. of University Programs in
Hospital Administration
1642 East 56th St.
Chicago, Illinois 60637

Assoc. of Home Appliance Manuf.
20 N. Wacker Drive
Chicago, Illinois 60606

Assoc. of American Railroads
Washington, D.C. 20036

Assoc. of American Geographers
1146 16th St. N.W.
Washington, D.C. 20036

Asphalt and Vinyl, Asbestos tile Inst.
101 Park Ave.
N.Y., N.Y. 10017

Amalgamated Clothing Workers of Amer.
15 Union Square
N.Y., N.Y. 10003

Associated Fur Manufacturers Inc.
101 West 30th Street
N.Y., N.Y. 10001

The Aluminum Association
420 Lexington Ave.
N.Y., N.Y. 10017

Aerospace Industries Assoc. of Amer., Inc.
1725 De Sales St. N.W.
Washington, D.C. 20036

Assoc. of College Unions-International
Williard Straight Hall
Cornell University
Ithace, N.Y. 14850

Association for Computing Machinery
1133 Avenue of the Americas
N.Y., N.Y. 10036

Associated Master Barbers and
Beauticians of America
219 Greenwich Rd. P.O. Box 17782
Charlotte, North Carolina 28211

Assoc. for Education in Journalism
425 Henry Hall
University of Wisconsin
Madison, Wisconsin 53706

Automotive Service Industry Assoc.
168 N. Michigan Ave.
Chicago, Illinois 60601

Atlas Chemical Industries, Inc.
Wilmington, Delaware 19899

Aerospace Medical Association
Washington National Airport
Washington, D.C. 20001

Assoc. of Industrial Advertisers
41 East 42nd St.
N.Y., N.Y. 10017

Automobile Manufacturers Assoc., Inc.
Educational Services
320 New Center Bldg.
Detroit, Michigan 48202

Bellamn Publishing Co.
P.O. Box 172
Cambridge, Mass. 02138

Blue Cross Association
840 N. Lake Shore Drive
Chicago, Illinois 60611

Binai Birith Vocational Service
1640 Rhode Island Ave. N.W.
Washington, D.C. 20036

Board of Certified Laboratory Assistants
445 N. Lake Shore Drive
Chicago, Illinois 60611

Bricklayers, Masons & Plasterers'
International Union of America
815 15th St. N.W.
Washington D.C. 20005

Brotherhood of Painters, Decorators and
Paperhangers of America
1925 K St. N.W.
Washington D.C. 20006

Bureau of Labor Statistics, U.S. Dept.
of Labor
Washington, D.C. 20212

Bureau of Personnel & Training
National Board, YWCA
600 Lexington Avenue
New York, N.Y. 10012

Botanical Society of America, Inc.
Secretary, Dept. of Botany
Rutgers University
New Brunswick, N. J. 08903

Bureau of Land Management, Denver
Service Center
Federal Center Building 50
Denver, Colorado 80225

Bureau of Apprenticeship and Training,
U.S. Dept of Labor
Washington, D.C.

California Human Relations Agency
800 Capital Mall
Sacremento, California 95814

California State Dept. of Employment
Sacremento, California 95814

California State Police Headquarters
Sacremento, California

Canadian Occupations Monograph
Queen's Printer & Controller of Stationery
Ottawa, Canada

Careers
Largo, Florida 33540

Careers
Washington D.C. 20202

Casualty Actuarial Society
200 East 42nd St.
New York, N.Y. 10017

Carpet and Rug Institute
Empire State Building
New York, N.Y. 10001

Charles Pfizer and Company
234 East 42nd Street
New York, N.Y. 10017

Chiropractic Education Commission
International Chiropractic Assoc.
741 Brady, Davenport, Iowa 52805

Chronicle Guidance Publications, Inc.
Moravia, New York 13118

Clothing Manufacturers Assoc. of U.S.A.
135 West 50th St.
New York, N.Y. 10020

Club Managers Assoc. of America
1030 15th St. N.W. Suite 720
Washington, D.C. 20036

College of Engineering
University of Florida
Gainsville, Florida 32603

College Placement Council, Inc.
P.O. Box 2263
Bethelehem, Pennsylvania 18001

Committee on Marine Research, Education
and Facilities
Building 159 E, Room 476, Washington
Navy Yard, Washington D.C. 20390

Commission on Education in Physical
Medicine and Rehabilitation
1800 Chicago Avenue
Minneapolis, Minnesota 55404

Contracting Plasters' and Lathers'
International
304 Landmark Building
1343 H. St., N.W.
Washington D.C. 20005

Conde Nast Publications, Inc.
541 Madison Avenue
New York, N.Y. 10022

Consumer Protection and Environmental
Health Services, Dept. of Health, Educa-
tion and Welfare
200 C. St. S.W.
Washington, D.C. 20204

Commander, USAF Recruiting Service
Wright-Patterson AFB, Ohio 45899

Corn Industries Research
Foundation Inc.
Washington D.C. 20000

Consumer and Marketing Service
U.S. Dept. of Agriculture
536 South Clark St.
Chicago, Illinois 60605

Council on Social Work Ed.
345 East 46th St.
N.Y., N.Y. 10018

Chemical Industries
1155 16th St. N.W.
Washington D.C. 20036

Clinical Center
National Institute of Health
Bethesda, Maryland 20014

Conservation, California
Human Relations Agency
800 Capital Mall
Sacramento, Calif. 95814

Crayon, Water Color and
Craft Institute, Inc.
Eden Hill Road
Newtown, Conn. 06470

Council on Hotel, Restaurant,
and Institutional Education
Statler Hall, Cornell University
Ithaca, New York 14850

Council on Medical Education
American Medical Association
535 North Dearborn St.
Chicago, Ill. 60610

Communications Workers of Amer.
1925 K. St. N.W.
Washington, D.C. 20006

American Assoc. for Health, Physical
Education & Recreation,
National Education Association
1201 16th St. N.W.
Washington D.C. 20036

David McKay Company
750 Third Ave.
N.Y., N.Y. 10017

Data Processing Management Assoc.
505 Busse Highway
Park Ridge, Ill. 60068

Dept. of Employment Service
State of Utah, Salt Lake City
Utah 84100

Dept. of Medicine and Surgery
Veterans Administration
Washington, D.C. 20421

Diesel Engine Manufacturers Assoc.
122 East 42nd St.
N.Y., N.Y. 10017

Division of Library Services and
Educational Facilities, Office of
Education, US Dept of Health, Education
and Welfare
Washington, D.C. 20201

Division of Dental Health
Public Health Service
U.S. Dept. of Health, Education and
Welfare
Washington, D.C. 20201

Division of Employment Security
State of Missouri
Jefferson City, Missouri 65101

Division of Vocational and Technical
Education, Bureau of Adult and Vocational
and Library Programs
U.S. Office of Education
Washington, D.C. 20202

Division of Health Careers
American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

Donald Daly
Box 1963
Bakersfield, Calif. 93300

Division of Allied Health Manpower,
Bureau of Health Professions
Education and Manpower Training
National Institute of Health
9000 Rockville Pike
Bethesda, Maryland 20014

Dept. of Medicine and Surgery
Veterans Administration
Washington, D.C. 20420

Edison Electric Institute
750 3rd Avenue
New York, N.Y. 10017

Eastman Kodak Co. #454
Rochester, N.Y. 14650

Eaton Paper Company
Advertising Department
Pittsfield, Mass. 01201

Education Council of the
Graphic Arts Industries
4615 Forbes Ave.
Pittsburg, Penna. 15213

Education Director
National Restaurant Assoc.
1530 North Lake Shore Drive
Chicago, Illinois 60610

Entomological Society of Amer.
4603 Calvert Road
College Park, Maryland 20740

Electronic Data Processing
Veterans Administration
Washington, D.C. 20420

Educational Institute
American Hotel and Motel Assoc.
221 West 57th St.
New York, N.Y. 10019

Electronic Industries Assoc.
c/o Consumer Electronic Group
2001 Eye Street N.W.
Washington D.C. 20006

American Society for Metals
Metals Park, Ohio 44073

Engineers Council for Professional
Development
345 East 47th St.
New York, N.Y. 10017

Engineering Manpower Commission
Engineers Joint Council
345 East 47th Street
New York, N.Y. 10017

Federal Bureau of Investigation
Dept. of Justice Building
Washington, D.C. 20535

Farm Equipment Institute
850 Wrigley Building N.
410 North Michigan Ave.
Chicago, Ill. 60611

Future Farmers Service
Alexandria, Virginai 22300

Forest Service, U.S. Dept. of
Agriculture
1621 N. Kent St.
Arlington, Virginia 20415

Financial Executive Institute
50 West 44th St.
N.Y., N.Y. 10036

Field Enterprises Educational Corp.
Ed. Services, Merchandise Mart Plaza
Chicago, Illinois 60654

Finney Company
3350 Gorham Ave.
Minneapolis, Minn. 55400

Flight Engineers' International, Assoc.
100 Indiana Ave. N.W.
Washington D.C. 20001

Florida State Employment Service
Tallahassee, Florida 32301

Fibre Box Assoc.
224 South Michigan Ave.
Chicago, Ill. 60604

Franklin Watts, Inc.
575 Lexington Ave.
New York, N.Y. 10022

Fraternal Order of Police
Pick-Carter Hotel
1012 Prospect Ave.
Cleveland, Ohio 44115

Federal Deposit Insurance Co.
Director of Personnel
550 17th St. N.W.
Washington, D.C. 20429

Gemological Institute of Amer.
Registrar's Office
11940 San Vicente Blvd.
Los Angeles, Calif. 90049

Guidance Centre
College of Education
University of Toronto
371 Bloor St.
West Toronto 5,
Ontario, Canada

Guidance Exchange
P.O. Box 1464 Grand Central
New York, N.Y. 10017

Guild of Prescription on Opticians
of America
1250 Connecticut Aven. N.W.
Washington, D.C. 20036

Graphic Arts Technical Foundation
4615 Forbes Avenue
Pittsburgh, Penn. 15213

Granvue Technical Institute
60 East 42nd St.
N.Y., N.Y. 10020

High School News Service
Building 1B, Dept of Defense
Great Lakes, Ill. 60085

Helene Curtis Industries
4401 W. North Ave.
Chicago, Ill. 60639

Harper and Row, Inc.
49 East 33rd St.
New York, N.Y. 10016

Home Economics Education
Bureau of Adult, Vocational and
Library Programs, Office of Ed.
U.S. Dept. of Health, Education,
and Welfare
Washington D.C. 20202

Hospital Administration
840 North Lake Shore Drive
Chicago, Ill. 60611

Hunting, Fishing and Trapping
California Human Relations Agency

Idaho Dept. of Employment
P.O. Box 7189 Boise, Idaho 83707

International Typographical Uni
P.O. Box 157
Colorado Springs, Colo. 80901

International Typographic Cosmoposition
Association, Inc.
2233 Wisconsin Ave. N.W.
Washington, D.C. 20007

International Association of
Marble, Slate & Stone Polishers, Rubbers
and Sawyers, Tile and Marble Setters:
Helpers and Marble Mosaic and Terrazo
Workers'
821 15th St. N.W.
Washington, D.C.

Illinois State Employment Service
Bureau of Employment Security
Room 401 165 N. Canal St.
Chicago, Ill. 60606

Independent Garage Workers of America
624 South Michigan Ave.
Chicago, Illinois 60605

Indiana Public Employment Service
Research and Statistics Section
10 North Senate, Indianapolis, Ind. 46200

International Brotherhood of Boilermakers,
Iron Shibuilders, Blacksmiths, Forgers, and
Helpers
Eighth at State Ave.
Kansas City, Kansas 66101

Industrial Designers Society of America
60 West 55th St.
New York, N.Y. 10019

Information Center
Public Relations Society of America
845 Third Avenue
N.Y., N.Y. 10022

Ingenue Magazine
750 Third Ave.
N.Y., N.Y. 10019

Institute for Certifying Secretaries
1103 Grand Ave
Kansas City, Missouri 64106

Institute of Electrical and Electronic
Engineers
345 E. 47th Street
N.Y., N.Y. 10017

Institute of Mathematical Statistics
Dept of Statistics
Calif. State College at Hayward
Hayward, Calif. 44542

International Assoc. of Electro-
typers and Stereotypers, Inc.
758 Leader Building
Cleveland, Ohio 44114

Insurance Information Institute
110 William St.
NY., N.Y. 10038

Interagency Board of U.S. Civil
Service Examiners for Washington D.C.
1900 E. St., N.W.
Washington, D.C. 20415

International Brotherhood of
Bookbinders
1612 K St. N.W.
Washington, D.C. 20016

Internal Revenue Service
U.S. Treasury Dept.
Washington, D.C. 20000

Instrument Society of America
530 William Penn Place
Pittsburgh, Penn. 15200

International Union of Electrical
Radio and Machine Workers
1126 16th St. N.W.
Washington D.C. 20036

International Brotherhood of
Electrical Workers
1200 15th St. N.W.
Washington, D.C. 20005

International Oceanographic
Foundation
1 Richenbacker Causeway,
Virginia Key
Miami, Florida 33141

International Printing Pressmen
and Assistants Union of N. Amer.
Pressman's Home, Tenn. 37850

International Union, United Auto-
mobile, Aerospace and Implement
Workers of America
8000 East Jefferson Ave.
Detroit, Michigan 48214

Insurance Work, Ed. Division
277 Park Ave., N.Y., N.Y. 10017

International Society of Clinical
Laboratory Technologists
805 Ambassador Building
411 N. 7th St.
St. Louis, Missouri 63101

International Association of
Machinists and Aerospace Workers
1300 Connecticut Ave. N.W.
Washington, D.C. 20036

International Union of Operating
Engineers
1125 17th St., N.W.
Washington, D.C. 20036

Investment Bankers Association
of America
425 13th St. N.W.
Washington, D.C. 20004

International Stereotypers' and
Electrotypers' Union of North America
10 South La Salle St.
Chicago, Illinois 60603

International Jewelry Workers'
Union Local #1
133 West 44th St.
New York, N.Y. 10036

International Union of Elevator
Constructors
17 South 12th St.
Philadelphia, Penn. 19107

International Association of
Fire Fighters
905 16th St. N.W.
Washington, D.C. 20006

International Assoc. of Fire Chiefs
232 Madison Ave.
N.Y., N.Y. 10016

International Assoc. of Chiefs of
Police
1319 18th St. N.W.
Washington, D.C. 20036

International Assoc. of Women Police
100 N. La Salle St.
Chicago, Ill. 60602

Institute of Life Insurance
277 Park Avenue
N.Y., N.Y. 10017

International Assn. of Milk, Food and Environmental Sanitarians, Blue Ridge Road, P.O. Box 437
Shelbyville, Indiana 46176

International Chiropractors Assn.
741 Brady Street
Davenport, Iowa 52805

Institute of Internal Auditors
170 Broadway
N.Y., N.Y. 10038

International Brotherhood of all Pulp, Sulphite, and Paper Mill Workers
Dept. of Research and Education
Box 247, Port Edward, N.Y. 12828

International Ladies' Garment Workers' Union
1710 Broadway
N.Y., N.Y. 10019

International Assn. of Clothing Designers
125 12th Street
Philadelphia, Penn. 19107

Journal of the American Medical Women's Association
1790 Broadway, N.Y., N.Y. 10000

Journeymen Barbers, Hairdressers, Cosmetologists and Proprietors' International Union of America
1141 North Deleware Street
Indianapolis, Ind. 46209

Kentucky Mental Health Manpower Commission
Louisville, Kentucky 40200

Little, Brown and Co.
34 Beacon St. Boston, Mass. 02106

Librarian in Veteran's Administration
Washington D.C. 20420

Lithographers and Photoengravers International Union
233 West 49th Street
N.Y., N.Y. 10019

Laborer's International Union of North America
905 16th St., N.W.
Washington D.C. 20006

Life Insurance Agency Management Association
170 Sigourney Street
Hartford, Connecticut 06105

Macmillan Company
Brown and Front Streets
Riverside, New Jersey 18075

Mademoiselle
420 Lexington Avenue
N.Y., N.Y. 10017

Manufacturing Chemists' Assn. Inc.
1825 Connecticut Ave. N.W.
Washington D.C. 20009

Master Photo Dealers' and Finishers Assn.
603 Lansing Avenue
Jackson, Michigan 49202

Julian Messner
1 West 39th St.
N.Y., N.Y. 10018

Manufacturing Jewlers and Silversmith of America
Sheraton-Biltmore Hotel, # S-75
Providence, R.I. 02902

Mathematical Assn. of America
1225 Connecticut Ave. N.W.
Washington D.C. 20036

Michigan Employment Security Commission
Occupational Research Unit
7310 Woodward Avenue
Detroit, Michigan 48202

Minnesota Commission on Patient Care
Box 389 W
Minneapolis, Minnesota 55400

Minnesota School of Journalism
Minneapolis, Minnesota 55414

Mississippi Employment Security Commission
Jackson, Mississippi 39200

Missouri Division of Employment Security
St. Louis, Missouri 63100

Medical Technology
Veteran's Administration
Washington, D.C. 20420

Modeling Association of America
Suite 8 145 East 53rd St.
N.Y., N.Y. 10002

Music Editors National Conference
National Education Assn. of U.S.
1201 16th St. N.W.
Washington, D.C. 20036

National Assn. of Accountants
505 Park Ave.
N.Y., N.Y. 10022

National Executive Housekeeper's
Assn. Inc.
Business and Professional Bldg.
Gallipolis, Ohio 45631

National Assn. of Bank Women, Ince.
National Office, 60 E. 42nd St.
NY., N.Y. 10017

National Marine Engineers'
Benefit Association
17 Battery Place,
N.Y., N.Y. 10004

National Maritime Union of America
36 Seventh Ave.
N.Y., N.Y. 10011

National Paper Box Manufacturer's
Association, Inc.
121 N. Broad St.
Philadelphia, Penn. 19107

National Board of the Coat and
Shirt Industry
450 Seventh Ave.
NY., NY. 10001

National Dress Manufacturer's Assn., Inc.
570 Seventh Ave.
N.Y., N.Y. 10018

National Aeronautics and Space
Administration
Washington, D.C. 20546

National Applicane and Radio-TV Dealers Assn.
364 Merchandise Mart
Chicago, Ill. 60654

National Automatic Merchandising Assn.
7 South Dearborn St.
Chicago, Ill. 60603

National Aerospace Education Council
806 15th St., N.W.
Washington, D.C. 20036

National Assn. of Purchasing Management
11 Park Place
N.Y., N.Y. 10007

National Assn. of Trade and Technical
Schools
1601 18th St., N.W.
Washington, D.C. 20009

National Assn. for Mental Health
2110 East 1st Street
Santa Ana, Calif.

National Assn of Real Estate
Boards, Dept of Education
155 East Superior St.
Chicago, Ill.

National Assn. of Wholesalers
1725 K St., N.W.
Washington, D.C. 20006

National Cartoonist Assn.
Joseph W. Musial
152 Colonial Parkway
Manhasset, Long Island, N.Y. 11030

National Coal Assn., Coal Building
1130 17th St., N.W.
Washington, D.C. 20036

National Alliance of Television Assn.
5908 South Troy St.
Chicago, Ill. 60629

National Commission for Careers in
Social Work,
2 Park Ave., N.Y., N.Y. 10016

National Consumer Finance Assn.
1000 16th St., N.W.
Washington, D.C. 20036

National Commission for Social Work Careers, Council on Social Work Education
345 E. 46th St., N.Y., N.Y. 10017

National Commission on Teacher Educational Professional Standards, 1201 16th St. N.W.
Washington, D.C. 20036

National Committee on Household Employment, 1346 Connecticut Ave., N.W.
Washington, D.C. 20036

National Council of the Churches of Christ in USA
475 Riverside Drive
New York, N.Y. 10027

National Council of Teachers of Mathematics,
1201 6th St., N.W.
Washington, D.C. 20036

National Council of YMCA of U.S.
291 Broadway
New York, N.Y. 10007

National Education Assoc. of U.S.
1201 16th St., N.W.
Washington, D.C. 20036

National Farm and Power Equipment Dealers' Assoc.
2340 Hampton Ave.
St. Louis, Missouri 63139

National Home Study Council
1601 18th St., N.W.
Washington, D.C. 20009

National Knitted Outerware Assoc.
51 Madison Ave.
New York, N.Y. 10010

National Lathing Industries Joint Apprenticeship Program
140 Main St.
Annapolis, Maryland 21401

National League for Nursing
10 Columbus Circle
New York, N.Y. 10019

National Art Ed. Assoc.
1201 16th St. N.W.
Washington, D.C. 20036

National Assoc. of Barber Schools
750 Third Ave.
Huntington, West Virginia 25701

National Assoc. for Music Therapy
P.O. Box 610
Lawrence, Kansas 66044

National Assoc. of Certified Dental Laboratories, Inc.
3801 Mt. Vernon Ave.
Alexandria, Virginia 22305

National Assoc. of Schools of Music
1424 16th St., N.W.
Washington, D.C. 20036

National Beauty Career Center
3839 White Plains Road
Bronx, N.Y. 10467

National Assoc. of Power Engineers
176 West Adam St.
Chicago, Ill. 60603

National Assoc. of Metal Finishers
248 Lorraine Ave.
Upper Montclain, N.J. 07043

National Assoc. of Auto Trim Shops
129 Broadway, Linbrook,
Long Island, New York, 11563

National Electrical Contractor's Assoc., 1730 Rhode Island Ave., N.W.
Washington, D.C. 20036

National Easter Seal Society for Crippled Children and Adults
Library, 2023 W. Ogden Ave.
Chicago, Ill. 60612

National Electric Sign Assn.
600 Hunter Ave.
Oak Brook, Ill. 60521

National Machine Tool Builders Assn.
2139 Wisconsin Ave., N.W.
Washington, D.C. 20007

National Oceanography Assn.
1900 L St., N.W.
Washington, D.C. 20036

National Rehabilitation Counseling Assn.
1522 K St., N.W.
Washington, D.C. 20005

National Restaruant Assn.
Director of Education
1530 Lake Shore Drive
Chicago, Ill. 60610

National Science Teachers Assn.
NEA Publication Sales
1201 16th St., N.W.
Washington, D.C. 20036

National Secretaries Assn.
616 East 63rd St.
Kansas City, Missouri 64110

National Shorthand Reporters
25 West Main St.
Madison, Wisconsin 53703

National Society for Crippled
Children and Adults, Inc.
2023 West Ogden Ave.
Chicago, Ill. 60612

National Society of Interior
Designers, Inc.
315 East 62nd St.
New York, N.Y. 10021

National University Extension
122 Social Science Building
University of Minnesota
Minneapolis, Minnesota 55455

Newspaper Fund, Inc.
Box 300, Princeton, N.J. 08540

New Jersey Dept., of Labor and
Industry, division of employment
security, John Fitch Plaza
Trenton, New Jersey 08625

National Society of Public
Accountants
1717 Pennsylvania Ave., N.W.
Washington, D.C. 20006

New Jersey Division of Employment
Security, Bureau of Research and
Statistics, Labor and Industry Bldg.
Trenton, N.J. 08625

New Mexico State Employment Service
Santa Fe, New Mexico 87501

National Terrazo and Mosaic Assn.
716 Church St.
Alexandria, Virginia 22314

New York Life Insurance Co.
Box 51, Madison Square Station
New York, N.Y. 10010

National Assn. for Practical Nurse
Education and Service, Inc.
1455 Broadway
New York, N.Y. 10036

National Recreation and Park Assn.
1700 Pennsylvania Ave., N.W.
Washington, D.C. 20006

National Roofing Contractors Assn.
1515 N. Harlem Ave.
Oak Park, Ill. 60302

National Society of Professional
Engineers
2029 K St., N.W.
Washington, D.C. 20006

National Vocational Guidance Assn.
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009

New York Stock Exchange
11 Wall Street, N.Y., N.Y. 10005

National Petroleum Refiners Assn.
1725 De Sales St., N.W.
Washington, D.C. 20036

National Assn. of Plumbing-Heating-
Cooling Contractors
1016 20th St., N.W.
Washington, D.C. 20036

National Automatic Sprinkler and
Fire Control Assn.
277 Park Ave.
New York, N.Y. 10007

National Bureau for Lathing and Plasters
938 K St., N.W.
Washington, D.C. 20001

National Joint Apprenticeship and Training
Committee for the Electric Ind.
1730 Rhode Island Ave.
Washington, D.C. 20036

National Assn. of Home Builders
1625 L St., N.W.
Washington, D.C. 20036

National Foremeans Inst.
24 Rope Ferry Road
Waterfront, Conn. 06385

National Hairdressers and Cosmetologists Assn.
175 Fifth St.
New York, N.Y. 10010

National Assn. of Insurance Agents, Inc.
96 Fulton St.
New York, N.Y. 10038

National Assn. of Life Underwriters
1922 F St., N.W.
Washington, D.C. 20006

National Automobile Dealer's Assn.
2000 K St., N.W.
Washington, D.C. 20006

National Automotive Parts Assn.
29 East Madison St.
Chicago, Ill. 60602

National Industrial Recreation Assn.
20 North Wacker Drive
Chicago, Ill. 60606

National Council of Technical Schools
1835 K St., N.W. Room 907
Washington, D.C.

National Association of Sanitarians
1550 Lincoln St.
Denver, Colo. 80203

National Assn. of Chain Drug Stores
1625 Eye St., N.W.
Washington, D.C. 20006

National Assn. of Retail Druggist
1 East Wacker Dr.
Chicago, Ill. 60601

National Assn. for Practical Nurse Education and Service, Inc.
535 Fifth Ave.
New York, N.Y. 10017

National Assn. of Licensed Practical Nurses, Inc.
250 W. 57th St.
New YOrk, N.Y. 10019

National Assn. of Certified Dental Lab.
3801 Mt. Vernon Ave.
Alexandria, Virginia 22305

National Employment Counselors Assn.
1807 New Hampshire Ave.
Washington, D.C. 20009

Office of Economic Opportunity
Washington, D.C. 20009

Office of Economic Opportunity
Washington, D.C.

Office of Manpower and Training
Federal Water Pollution Control
Admin. - Dept. of Interior
633 Indiana Ave.
Washington, D.C. 20242

Ohio State Dept. of Education
Division of Guidance and Testing
751 Northwest Blvd.
Columbus, Ohio 43212

Olin Mathieson Chemical Corp.
East Alton, Ill. 62024

Optical Wholesalers Assn.
222 West Adams St.
Chicago, Ill. 60606

Operative Plasters' and Cement Masons
Internat Assn. of U.S. and Canada
1125 17th St., N.W.
Washington, D.C. 20036

Office of Maritime Manpower,
Marinetime Admin.
U.S. Dept. of Commerce
Washington, D.C. 20235

Personnel Service Inc.
Box 306, Jaffrey
New Hampshire 03452

Pfizer Inc.
Ed Service Dept.
235 E. 42nd St.
N.Y., N.Y. 10022

Philadelphia Museum College
of Art
Broad and Pine St.
Philadelphia, Penn. 19100

Public Relations Society of
America, Inc. Careers
845 3rd Ave.
N.Y., N.Y. 10022

Prudential Ins. Co.
Box #36 Education Dept.
Newark, N. J. 07001

Professional Journalistic Society
Signma Delta Chi
35 E. Wacker Drive
Chicago, Ill. 60601

Professional Photographers
of America, Inc.
1090 Executive Way
Des Plaines, Ill. 60018

Public Personnel Assn.
1312 East 60th St.
Chicago, Ill. 60637

Personnel Division AD 42
Environmental Science Services Admin.
6010 Executive Blvd.
Rockville, Maryland 26852
Printing Industries of America
5223 River Road
Washington, D.C. 20016

Portland Service Center
710 N.E. Holladay Ave.
Portland, Oregon 97208

Rand McNally and Co.
P.O. Box 7600
Chicago, Ill. 60680

Registry of Medical Technologist
3729 W. Jackson St.
Muncie, Indiana 47302

Research Publishing Co.
P.O. Box 245
Boston, Mass. 10201

Retail Jewelers of America, Inc.
1025 Vermont Ave., N.W.
Washington, D.C. 20005

Richards Rosen Press, Inc.
29 East 21st St.
New York, N.Y. 10010

Rochester Institute of Technology
65 Plymouth Ave., South
Rochester, N.Y. 14608

Registry of Medical Technologist
of the America Society of
Clinical Pathologists
710 S. Wolcott Ave.
Chicago, Ill. 60612

Sales and Markinging Executives, International
630 Third Avenue
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Metuchen, New Jersey 08840

Scholastic Book Service, Inc.
904 Sylvan Ave.
Englewood Cliffs, N. J.

Science Research Assn., Inc.
259 E. Erie St.
Chicago, Ill. 60611

Scientific Apparatus Makers Assn.
Process Measurement & Control Section
370 Lexington Ave.
New York, N.Y. 10017

Scientific Manpower Commission
2101 Constitution Ave., N.W.
Washington, D.C. 20418

Shoe Service Institute of America
222 West Adams St.
Chicago, Ill. 60606